DOCUMENT RESUME

ED 466 634 TM 034 244

AUTHOR	Mitchell, Stephanie; Wile, Nancy
TITLE	2001 Literacy Program Evaluation: A Report of the Evaluation of Literacy Programs in Elementary and Middle Schools.
INSTITUTION	Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE	2002-03-00
NOTE	116p.
PUB TYPE	Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC05 Plus Postage.
DESCRIPTORS	Educational Practices; Elementary Education; *Literacy; Middle Schools; Professional Development; Program Effectiveness; Program Evaluation; Questionnaires; Reading Achievement; *Reading Programs

ABSTRACT

This report documents the evaluation of selected Portland, Oregon, Public Schools' elementary and middle school literacy instructional programs and professional development models in 2000-2001. The literacy evolution examined the use of four reading intervention programs and professional development models as well as district adoptions of publisher reading materials. Implementation, "best practices," and teachers' use of programs and materials were evaluated for: (1) reading adoptions, including Harcourt Brace and Wright Group; (2) the Trails to Literacy professional development model; (3) the Success for All reading program; (4) the Consortium on Reading Excellence (CORE) professional development model; (5) the Corrective Reading program; and (6) other reading materials, including the Open Court and Junior Great books programs. Samples of between 228 and 320 teachers answered questions about the various programs, and other evaluation materials were gathered from a variety of sources. In terms of student achievement, the study found no educationally significant differences in reading gains for students using the different reading programs. Overall, reading achievement increased in the school district, but in the schools with large gains, it did not appear to be the reading program that made the difference, but rather the leadership of the principal and the size of the instructional group. Study findings provide information about teacher reactions to the various programs and make recommendations for program improvement possible. Six appendixes contain the various questionnaires and surveys. (Contains 1 figure, 28 tables, and 15 references.) (SLD)

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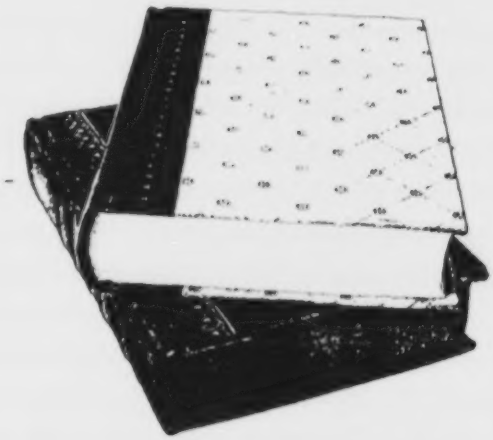

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2001 Literacy Program Evaluation

A Report of the Evaluation of Literacy Programs in Elementary and Middle Schools

Prepared by Stephanie Mitchell and Nancy Wile
Research, Evaluation & Assessment

PORTLAND PUBLIC SCHOOLS
March 2002

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ACKNOWLEDGEMENTS

This report documents the evaluation of selected Portland Public Schools' elementary and middle school literacy instructional programs and professional development models in 2000-2001.

This report was prepared by the Portland Public Schools Department of Research, Evaluation & Assessment with grateful appreciation to the following individuals for their assistance:

R. Patrick Burk, Deputy Superintendent
Linda Harris, Assistant Superintendent, Chair of the Literacy Team
Diana Leitner, Director of Student Achievement, Franklin Cluster
Directors of Student Achievement and Instructional Council
Kacy Anglim, Middle School Literacy Teacher on Special Assignment and CORE
Marcia LaViolette, Middle School Literacy Teacher on Special Assignment and CORE
Jane Fielding, Special Education Literacy Teacher on Special Assignment
Patty Braunger, Literacy Teacher on Special Assignment
Lynette Doht, Literacy Teacher on Special Assignment
Carol Christensen, Literacy Teacher on Special Assignment
Linda Kidd, Literacy Teacher on Special Assignment
Nancy Middelstadt, Literacy Teacher on Special Assignment
Maryanne Stalnaker, Literacy Teacher on Special Assignment
Kathy Young, Literacy Teacher on Special Assignment
Jamila Williams, Success For All, King Elementary School
Don Meikle & Kathy Hagerty, Success For All, Vernon Elementary School
Rose Mary Price, Success For All, Humboldt Elementary School
Leanna Traill, Developer, Trails to Literacy
Wei Wei Lou, Special Assistant to Assistant Superintendent
Carolyn Moilanen, Consultant, Title I Schools
Dan Tibbetts, Corrective Reading
Evelyn Brzezinski, Director, Research, Evaluation & Assessment
Karin Fallon, Research & Reporting Specialist, Research, Evaluation & Assessment
Jared Kobak, Research Assistant, Research, Evaluation & Assessment
Jenny Miller, Research & Reporting Specialist, Research, Evaluation & Assessment
Joe Suggs, Research & Reporting Specialist, Research, Evaluation & Assessment
Gayle Waiwaiole, Research & Reporting Specialist, Research, Evaluation & Assessment

and all the dedicated teachers, principals and other PPS staff who served students during the 2000-01 school year and, in so doing, provided data for this report.

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2001 Literacy Evaluation Report

EXECUTIVE SUMMARY

In May 2000, the Portland Public Schools' Instructional Council asked the Research, Evaluation & Assessment Department to conduct an evaluation of reading and literacy programs in the school district. The purpose of the study was to evaluate key areas of the district's literacy programs and practices, specifically the use of instructional "best practices" to guide further plans for success in reading and writing for all students.

The literacy evaluation examined the use of four reading intervention programs and professional development models, as well as district adoptions of publisher reading materials. The programs were selected for their diverse theoretical perspectives, grade level application and widespread use in the district. We examined the following aspects of the programs and professional development models: 1) the extent of the implementation of the literacy program; 2) the use of "best practices," as suggested in the *PPS Literacy Benchmarks Notebook* developed by PPS staff, within each literacy model; 3) the teachers' level of use, satisfaction with and belief in the models; and 4) student achievement outcomes in reading. Many other reading models used by schools were not selected for this study. For example, Reading Recovery was not included because another department planned a status report on the program and the SMART (Start Making A Reader Today) program was not included because it had been previously evaluated. The following reading models were included in this literacy evaluation:

- Reading adoptions, including Harcourt Brace and Wright Group
- Trails to Literacy professional development model
- Success For All reading program
- CORE: Consortium on Reading Excellence professional development model
- Corrective Reading program
- Other reading materials, such as SRA Open Court, Junior Great Books and trade books

The most critical resources that teachers said they need in order to improve literacy teaching and learning included more and better materials, consistent instructional support, a strong

literacy focus from the school principal and on-going professional development activities that allow teachers time to see their peers in action.

Teachers consistently identified the following priority areas for literacy instruction:

- *Develop a greater variety of supplemental programs to ensure that all students make progress toward meeting standards.* A variety of reading approaches and techniques is needed to reach children of all abilities.
- *Improve the quality of materials and resources available to teachers for literacy instruction.* This area was more important at the upper grades than at the lower grades.
- *Increase the quantity of materials and resources available to teachers for literacy instruction.*
- *Develop stronger home-school partnerships around literacy activities.*
- *Define grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).* Many teachers reported that the district should prioritize what it wants included in the curriculum.

In terms of student achievement, while reading achievement has improved based on three years of standardized test scores, this study found no educationally significant differences in reading gains for the schools using the reading adoption programs, Success For All or Trails to Literacy compared to similar schools. In other words, achievement at schools using Trails to Literacy was not different from achievement at a set of matched elementary schools that did not use that reading professional development model. Effect size statistics indicated that the reading achievement gains for these special programs and comparison schools were not educationally significant or of practical importance. As such, statistical tests were not indicated.

Another aspect of the literacy evaluation examined achievement in elementary schools that had made large gains in reading. The results show that those schools with large reading gains are not doing anything tremendously different from other schools in literacy instruction. School making large reading gains used a wide variety of instructional programs and approaches to professional development. It was not the reading program per se that made a difference. The difference in achievement gains may lie in two factors: 1) schools with large reading gains were more likely to have principals who stressed the need for consistency and continuity in the literacy curriculum throughout the building and 2) schools with large gains tended to have fewer students in reading instructional groups than teachers in comparison schools. This was due to educational assistants, adult volunteers and sometimes simply a smaller class size all day. In a survey of instructional practices, all teachers— not just those from the large gains schools— emphasized the need for smaller classes or improved student to adult ratios in improving childrens' reading and literacy skills.

However, results from the *Instructional Practices Questionnaire* indicated that teachers see some important differences between sites that had large reading achievement gains and other sites. These differences included the literacy focus of the school, teachers' perceptions of the priority for literacy support in the school, teachers' satisfaction with the professional development in reading and the literacy instructional strategies used in the classroom.

Some of the barriers to more effective literacy instruction cited by elementary and middle school teachers included inadequate literacy materials and lack of adequate time to collaborate with peers on literacy instruction. A majority of teachers commented that they would like more time working with other teachers in their building to develop a cohesive curriculum and share ideas rather than using that time for more training. Many felt unable to implement what they had learned at these trainings due to the lack of planning time and felt that it was more important for all teachers to be "on the same page."

The purpose of the report is to assist district personnel in understanding the fidelity of implementation of reading adoptions, and the teachers' perceptions of the main approaches to literacy instruction in schools. It is for the district policy makers to review the programs and professional development approaches with lower levels of implementation and impact in order to identify barriers to more effective use of best practices in literacy instruction. Similarly, the literacy programs and professional development approaches for which teachers reported high levels of implementation and impact should be examined to build upon program strengths when developing future literacy activities.

Overall, this evaluation found that it was not the reading program or professional development model that provided the key to unlocking improvements in students' reading achievement. Instead, achievement improved through a combination of factors including the principals' instructional leadership, a consistent focus on literacy in the school building, ongoing training and follow-up, adequate materials, and smaller reading instructional group sizes.

Recommendations based on the findings of the PPS literacy evaluation include:

- The district should continue to develop and strengthen a model to guide literacy curriculum and instruction. The *PPS PK-5 Literacy Benchmarks Notebook* and the *Reading and Writing Expectations for Middle School* provide a framework for aligning professional development to literacy instruction in elementary and middle schools. The district literacy team should continue to provide ongoing professional development to support literacy benchmarks and best practices to achieve them. At the same time, teachers also need time to work with their colleagues to integrate what they have learned into their schoolwide focus on literacy.

- Schools should continue to integrate a strong literacy focus and standards throughout the school day.
- Professional development should provide follow-up support for teachers who are implementing district-sponsored literacy initiatives, such as reading adoptions, CORE and Corrective Reading. Teachers need ongoing support and technical assistance in best instructional practices that will help students achieve the literacy benchmarks.
- The district literacy leaders should consider whether improvement in the quality of literacy instruction is an important priority to address. If it is, the district should establish policies and practices to refocus school improvement plans and professional development to further support the priority.
- Professional development should provide some aspects of choice for teachers. Sessions should allow teachers to decide which presentations to attend and provide opportunities for peer observation, an underutilized training method. Trainings should include time for teachers to meet with their principals and colleagues. Teachers in this study clearly stated a need for time to integrate new professional development learning into their instruction.
- Curriculum planners and principals should consider that teachers who reported that they have input into the decisions made about literacy programs and practices at their school have larger student achievement gains in literacy as compared to other teachers.
- Curriculum and school planners should consider expanding the amount of time that first grade students spend on writing activities. Results of this study indicated that these students show improved literacy achievement.
- District policymakers should review the literacy instructional practices identified in this study to better understand the scope, implementation and perceived impact of reading programs and professional development models.
- The District should continue to assess student strengths and weaknesses in literacy and identify curriculum materials that may help to fill in any gaps in students' reading skills.
- Principals and literacy teachers should determine the optimum size for reading instructional grouping in their school. Results of this study indicate that elementary schools with smaller reading class sizes, 22 students as compared to 28 students, had higher student reading achievement than comparison schools.
- Middle school principals should consider the potential benefits of a school-wide literacy focus. Teachers in schools that had a school-wide literacy focus implemented more literacy strategies and reported a higher level of satisfaction with their reading program.

- Middle school principals and literacy teachers should consider using literacy instructional strategies that provide a bridge to more challenging content with practical applications for middle school students.

Portland Public Schools
2001 Literacy Evaluation Report

I. Introduction

Literacy is the foundation of learning. Fostering a child's reading success is essential not only for the well being of the individual, but also for schools and school districts. Children who do not learn to read often have ongoing academic problems. In May 2000, the Portland Public Schools (PPS) Instructional Council asked the Research, Evaluation & Assessment Department (R&E) to conduct an evaluation of literacy programs in the district. Originally, the purpose of the evaluation was to explore predictors of reading success by assessing the implementation and effectiveness of some of the district's reading programs and professional development models in literacy. The evaluation also explored the extent to which specific instructional strategies were used throughout the district. As the study progressed, this latter purpose—the use of instructional best practices—has taken precedence because of its emphasis by the district's Literacy Team.

The 2000-01 literacy evaluation examined best practices in literacy instruction, reading intervention programs, student outcomes in literacy achievement, and general approaches to literacy instruction in PPS elementary and middle schools. The literacy evaluation focused on four main components:

- A summary of literacy activities, priorities and needs in the district
- A summary of the literacy instructional strategies used by teachers in the district
- An evaluation of two reading intervention programs—Success For All and Corrective Reading, and two literacy professional development models—Trails to Literacy and Consortium on Reading Excellence (CORE)
- A description of literacy activities and priorities in schools with recent large gains in reading achievement and an examination of how these schools differ from other schools

BACKGROUND. In the fall of 1999, Portland Public Schools formed a Literacy Resource Team to set short and long term literacy goals for the district. Building on the state and district English/language arts standards, the Literacy Team developed a *Literacy Benchmarks PreK-5 Notebook* (April 2000) that was designed to be an instructional tool for teachers to

help students reach the new literacy standards in communication, reading, literature, writing and spelling. The group also defined the elements of comprehensive prekindergarten to grade 5 literacy programs. Literacy Teachers on Special Assignment (TOSAs) listed key literacy elements based on best practices for K-12 instruction in Portland Public Schools and the pre-K literacy initiative. Figure 1 illustrates the elements of a comprehensive literacy program as defined by the PPS Literacy Team.

Figure 1. Elements of a Comprehensive Literacy Program
Excerpted from *Best Practices for K-12 Instruction in PPS* (1997) and *Pre-K Literacy Initiative* (July 1999)

Ongoing assessments to identify individual student needs and inform instruction.
Opportunities for oral language development to listen effectively to gather information and to communicate for a variety of purposes/ audiences.
Reading instruction of concepts and strategies through shared/guided reading and literature groups to become lifelong readers.
PreK – 5
Readers
Writing instruction, through modeled, shared, and guided writing to enable students to become efficient writers in a variety of genres.
Comprehension strategies to develop complex thinking skills, construct meaning, and reflect on/respond to text from a variety of genres.
Skills instruction (e.g., phonemic awareness, letter knowledge, phonics, decoding, word recognition and vocabulary development) to develop accurate and fluent readers.

In May 2000, the PPS Instructional Council decided to further advance the effort by sponsoring an evaluation of literacy intervention programs in the district. This report describes the evaluation of reading programs that was conducted during the 2000-2001 school year. It is organized in the following manner: introduction; program description— a brief overview of the district's reading adoptions and approaches to literacy; methodology— the data sources, data collection procedures and analyses for this study; findings presented for: 1) literacy instructional practices survey, 2) students' reading achievement, 3) interviews with literacy teachers and administrators, and 4) observations of literacy classrooms; conclusions and recommenda-

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tions— conclusions are presented along with recommendations for the district to consider when planning and implementing future literacy programs, policies and activities.

II. Program Description

OVERVIEW OF PPS LITERACY PROGRAMS AND PROFESSIONAL DEVELOPMENT MODELS. The tenet that anchors the district's approach to literacy instruction is that all students can achieve literacy standards using a "best practices" approach. By focusing on individual strategies and behaviors that are within overall approaches, the study hoped to obtain more information about the specific literacy activities that may correlate with improved student achievement.

The literacy evaluation examined the use of different reading intervention programs and professional development models in elementary and middle schools. The authors examined reading adoptions (publisher-based reading materials) and four specific reading and professional development programs. The special programs were selected for their diverse theoretical perspectives, grade level application and widespread use in the district. We examined the following aspects of selected literacy programs and models: 1) extent of the implementation of the reading/literacy program; 2) use of "best practices," that is, instructional strategies suggested in the *Literacy Benchmarks Notebook* and by each program or professional development model; 3) teachers' level of use, satisfaction with and belief in each program or model; and 4) student achievement outcomes in reading.

Reading curricula in elementary and middle schools in Portland are typically selected based on a cycle of reading "adoptions"— that is, each school chooses or "adopts" one or more reading programs or models that best fit the school's improvement goals and needs of the children at various grade levels. In August 1998, the PPS Textbook Materials/Resources Committee recommended three reading programs for elementary schools: 1) Harcourt Brace *Signatures*, 2) the Wright Group *Sunshine* and 3) SRA Open Court *Collections for Young Scholars*. The majority of schools adopted one publisher-based set of reading textbooks and materials for either the entire school or for specific grade levels. A comprehensive list of the reading programs adopted by schools is provided in Appendix A. The Appendix also includes professional development models used by the schools. The following programs and professional development models were used in schools during 2000-2001:

- Trails to Literacy professional development model
- Success For All reading program
- CORE: Consortium on Reading Excellence professional development model
- Corrective Reading program
- Publishers' textbook reading programs, such as Harcourt Brace, Wright Group and SRA Open Court

- Non-textbook publisher literacy products, e.g., Junior Great Books or trade books

TRAILS TO LITERACY. Trails to Literacy is a comprehensive, school-wide professional development model for literacy instruction. During 2000-01, it was used in nine elementary schools: Alameda, Arleta, Clark, Creston, Lewis, Sitton, Sunnyside, Woodlawn and Woodmere.

The Trails to Literacy model involves a long term, school-wide commitment to professional development based on Brian Cambourne's "conditions of learning" theory. It emphasizes a team and peer coaching philosophy that targets teachers' professional development at three levels: 1) the individual teacher; 2) developing grade level teams; 3) strengthening school-wide communication. The trainings are based on the Cambourne framework and philosophy that student learning potentials are enhanced when there is cohesion, consistency and collaboration in all modes of instructional practice across the grades and school-wide.

This professional development model focuses on developing the teacher's understanding of how children learn to read. It focuses on developing the teacher's ability to diagnose student difficulties in reading on an individual basis and to use their knowledge of that student and his or her particular reading problem to select instructional strategies to help the student work through that problem. Trails to Literacy focuses on building the skills of teachers to understand how literacy develops, and how to recognize the literacy needs of their particular students and select appropriate strategies to meet the needs regardless of the curriculum materials used.

The key strategies emphasized are: self motivation to read and to write; sufficient background information and vocabulary to foster reading comprehension; skills and knowledge to understand how phonemes, or units of sound in speech, are related and connected to letters and clusters of letters in print; ability to use this knowledge to decode and encode unfamiliar words; the ability to read fluently with expression; and the development of an appropriate range of strategies for problem-solving meaning in print. Trails instructional focus includes: language experience, shared reading, guided reading and independent reading, all integrated with regular speaking, writing and listening.

SUCCESS FOR ALL. The Success For All reading program was founded by Robert Slavin, Nancy Madden and a team of developers from Johns Hopkins University. The program was first implemented in an elementary school in Baltimore in 1987. Success For All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure.

From second through sixth grade, students use basal readers or novels. All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period each day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success For All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and offers support when problems at home interfere with a child's progress in school. The operation of Success For All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Interviews were conducted with each Success For All facilitator to learn more about the program and the extent to which it had been successfully implemented in each school.

During 2000-01, Success For All was used school-wide in three district elementary schools: Vernon, Humboldt and King.

CONSORTIUM ON READING EXCELLENCE (CORE). The Consortium on Reading Excellence is a five-day professional development program offered annually to individual elementary and middle school language arts teachers. CORE provides direct training, school-based coaching, and implementation support in the state's required reading professional development components: how children learn to read, how proficient readers read, the research base, effective instruction and diagnosis for phonemic awareness, explicit and systematic phonics, spelling and its link to reading and comprehension. Additionally, CORE focuses on understanding the structure of the English language, parent involvement, independent reading and how to link instruction and materials to a diagnostic and assessment plan.

CORRECTIVE READING. The Corrective Reading curriculum is a set of scripted programs designed to help improve the reading achievement of students in grades three through twelve. The programs are designed to meet the needs of students who are performing below grade-level expectations in reading and, perhaps, other subjects also. Typically, it is used in special education classrooms, although some teachers are now using higher levels of the program in their regular classrooms. Corrective reading programs are divided into two strands: decoding and comprehension. There are four program levels that are increasingly

difficult. Each lesson contains a script that specifies what the teacher should say and do and how the students should respond. The goal of Corrective Reading is to accelerate learning so that students who have fallen behind may catch up with their peers.

The Corrective Reading program is currently available to middle school special education teachers in language arts. It has also been adopted school-wide at Tubman and Whitaker middle schools. Generally, these schools are using the higher levels of the program. However, as Whitaker did not actually implement the program in 2000-01, we did not survey those teachers about their use of the program.

PUBLISHERS' READING/LITERACY TEXTBOOK ADOPTIONS. In 1998, the PPS Textbook Adoption Committee recommended three reading/language arts programs in elementary schools: Harcourt Brace, the Wright Group and SRA Open Court. Most schools selected one of these publisher-based reading textbooks for either the whole school or for specific grade levels. The programs were recommended for grades K-3 because they provide a current research base, direct instruction in reading comprehension that includes a balance of oral and written language across the curriculum, a hierarchy of comprehension skills ranging from literal to critical and evaluative, systematic instruction in phonics and decoding, and quality children's literature that is multicultural. The programs are described below.

HARCOURT BRACE READING PROGRAM. The *Signatures* basal reading textbook series for elementary grades is published by Harcourt Brace. The reading program provides materials and textbooks by grade level. This series was selected by the Textbook Materials Committee for its research base that is compatible with the PPS Literacy Initiative, its balance of systematic instruction, and the availability of resource materials to support beginning and veteran teachers. The program provides decodable grade level anthologies that progress in difficulty by reading level, and quality literature components that are easy for teachers to use.

WRIGHT GROUP LITERACY MATERIALS. The Wright Group Publishers' *Sunshine* series was also recommended by the Textbook Materials Committee because it is based on research that is compatible with the district's K-3 literacy initiative and provides a balance of phonics instruction within a context of children's literature. The materials provide explicit, systematic instruction in phonemic awareness and phonics, an extensive emergent/developing reader component, and a complete professional resource guide for early literacy instruction. The program was selected because its textbooks and materials have a literacy research base that supports the district's philosophy of reading instruction.

SRA OPEN COURT. The *Collections for Young Scholars* textbook series was recommended by the PPS Title I and Special Education staff for inclusion with the reading adoptions because of its

success with those Kindergarten to third grade children who are at risk of early reading failure. The program emphasizes explicit instruction in phonemic awareness and phonics. It offers a transition and review kit for teachers to use with students and combines quality children's literature with a focus on teaching the alphabet. It uses decodable text with beginning readers.

OTHER NON-TEXTBOOK PUBLISHER LITERACY MATERIALS. The menu of elementary and middle school reading/literacy programs includes many other programs and materials to address the diverse range of student needs in the school communities. The Write Source, a series from the Great Source publisher, is used by several PPS middle schools. Many literacy teachers supplement the school's reading/language arts adoption with other materials, such as Junior Great Books, trade books and books from other publishers. Junior Great Books provides age-appropriate literature to help students pursue critical thinking, comprehension, speaking and writing skills. Many literacy teachers also use trade books, another name for childrens' literature, found in a library or purchased through a bookstore.

III. Evaluation Methodology

When the literacy evaluation was first designed, the following eleven questions were posed as the focus of the study:

1. To what extent are teachers familiar with and using the PPS Literacy Benchmarks? Are teachers from certain grade levels more likely to be familiar with and use the *PPS Literacy Benchmarks Notebook*?
2. What can the district do to help meet the professional development needs of teachers in literacy instruction? Where should the district focus its efforts? What do teachers feel should be the top priorities? What materials do they feel are most needed? Do these priorities and needs differ by grade level, class size or by the reading programs or models used in schools?
3. What needs do principals identify as the most pressing for supporting literacy instruction in their schools?
4. Which publisher-based reading materials have been adopted by schools and to what extent are schools and teachers using these materials?
5. How do characteristics such as class size and the reading materials or programs used correlate with factors such as teacher satisfaction, professional development and literacy instructional priorities?
6. To what extent have Success For All schools implemented the program into their schools? Are teachers satisfied with the program? Are student achievement scores

improving in the SFA program schools? Are certain types of students benefiting more than others (already high achieving, middle or low achieving)? What types of other schools might benefit from this approach?

7. To what extent have Trails to Literacy schools implemented the instructional strategies of that professional development model? Are teachers satisfied with the model? How have teachers changed their teaching strategies since their school adopted Trails to Literacy? Are student achievement scores improving with this school improvement model? What types of other schools might benefit from this approach?
8. To what extent are middle school teachers using CORE strategies? Are teachers satisfied with these strategies? How have teachers changed their teaching strategies after receiving professional development in the CORE strategies? Is the reading achievement of students in their classes improving with teacher use of these strategies?
9. To what extent are schools that have adopted Corrective Reading using the program? Are teachers satisfied with the program? Are student achievement scores improving with the program? Are certain types of students benefiting more than others (already high achieving, middle or low achieving)?
10. Are there discernible differences in reading instruction between schools that have shown high gains in achievement test scores in the past three years, compared to other schools?
11. To what extent are regular classroom teachers teaching English language learners during reading? How does this affect the instructional practices used by the teachers?
12. Are different types of instructional practices or professional development emphasized at different types of schools? For example:
    - High socioeconomic schools vs. low socioeconomic schools (SES)
    - Large schools vs. small schools
    - Sites with large special populations, i.e., low SES or English language learners
    - High reading achievement vs. low reading achievement

Because of limited resources in R&E, not all of these issues could be addressed equally. Emphasis was placed on questions one through ten, and answers to them are included in this report.

Data Sources and Data Collection Procedures

The researchers collected a variety of data from the following sources to get a better understanding of literacy instructional practices throughout the district.

- LITERACY INSTRUCTIONAL PRACTICES TEACHER QUESTIONNAIRE. All teachers in first, third and fifth grade, as well as middle school language arts teachers, were asked to complete a survey of literacy instructional practices in April 2001. The *Literacy Instructional Practices Teacher Questionnaire* asked classroom teachers about their satisfaction with literacy training and support, specific reading materials used, additional materials needed at their schools, literacy priorities, and demographic variables, such as class size and teaching experience. Teachers also completed an *Instructional Practices Checklist* for their grade level based on the instructional strategies suggested in the *PPS Literacy Benchmarks Notebook*. On the checklist, teachers indicated the frequency of use for each "best practice" strategy or activity listed.

  Elementary teachers who were at schools using Trails to Literacy or Success For All, as well as middle school teachers who had received training in Corrective Reading or CORE, were asked to complete the original questionnaire and an additional set of questions related to their use of these specific programs.

- TEACHER INTERVIEWS AND OBSERVATIONS. Observations of literacy instruction were conducted with a sample of teachers in first, third and fifth grade classrooms. These teachers were recommended by the PPS literacy team and principals at schools making large gains in reading in the past three years, based on their use of programs and professional development models included in this study. The teachers were interviewed regarding their literacy teaching strategies, classroom environment and organization, student reading groups and assessment strategies.

- PRINCIPAL SURVEYS. A survey of 36 elementary principals was conducted regarding their schools' literacy activities and areas of need, as well as factors that had contributed to student success at their schools. The sample included principals from SFA, Trails, Corrective Reading and high achieving schools.

- READING ACHIEVEMENT TEST SCORES. Multiple analyses of students' achievement on the state and district reading assessments were conducted. The analyses correlated achievement outcomes with the various literacy programs, professional development models and instructional strategies. In addition, reading assessment scores were used to select schools with large gains in each of the last three years to explore if their literacy curriculum was correlated with the observed achievement gains.

Data Analyses

The literacy evaluation analyzed data from 1) surveys of teachers and principals on literacy instructional practices, 2) instructional components checklists to determine the level of use of the

literacy program or model, 3) interviews with central office administrators, principals and literacy teachers, and 4) classroom observations of literacy instruction. In addition, the researchers examined multiple choice reading test scores of students in grades 3 and 5 on the Oregon Statewide Assessment and grade 4 students on the Portland Achievement Levels Tests.

In order to investigate potential changes in student achievement, four separate analyses were conducted. First, a longitudinal analysis looked at reading achievement in schools using the Success For All reading program and the Trails to Literacy professional development model in 1999, 2000 and 2001, as well as in a sample of comparison schools. Second, analyses of intact cohort groups examined the reading test scores between 1999 and 2001 (fifth grade 2001 cohort and fourth grade 2001 cohort), as well as changes in overall third grade and fifth grade scores from 1999 to 2001. Next, researchers examined test scores to identify a group of schools making consistent "large gains" in reading for the past three years. The analyses investigated whether or not specific literacy programs or professional development models had significant impact on achievement. Finally, the authors investigated the relationship between the instructor's level of use of the reading programs/models and student achievement.

Qualitative analyses included summarizing the priorities and needs for reading instruction that were identified by teachers and principals. Teachers' priorities included where they believe the district should focus its efforts to improve literacy achievement and what the teachers need to improve their own instruction. Principals' comments from interviews and surveys were summarized. Finally, the researchers analyzed how teachers' needs and priorities differed by classroom characteristics, such as grade level.

Limitations

During this study, the lead evaluator took another position and left the school district. This led to the need for other R&E staff to familiarize themselves with the issues after the data had been collected but before it had all been analyzed. The result was that not all of the evaluation questions and data analyses that had been originally proposed could be addressed. Inevitably, these restrictions slowed the direction and scope of the evaluation.

IV. Findings

District Literacy Instructional Practices Survey

As part of this evaluation, R&E staff surveyed classroom teachers in April 2001 about their use of specific literacy instructional strategies. The *Instructional Practices Checklist*, which is part of the *Literacy Instructional Practices Questionnaire*, was completed by a representative sample of literacy teachers in first, third and fifth grades and middle school language arts teachers.

The *Literacy Instructional Practices Questionnaire* asked about teachers' familiarity with and use of literacy instructional programs and models. It also helped to determine the teachers' level of satisfaction with the literacy instructional activities at their schools. The *Instructional Practices Checklist* asked teachers about the specific strategies they use in classroom instruction, as well as their professional development activities. The questionnaire was distributed to 480 literacy teachers in grades 1, 3, 5 and middle schools. A total of 324 teachers completed the questionnaire for a response rate of 67 percent. The teacher questionnaires are in Appendix F.

The results of the *Literacy Instructional Practices Questionnaire* described in this section summarize the findings related to the teachers' level of satisfaction with literacy support by the district and schools, additional literacy materials needed by elementary and middle schools, teachers' priorities for literacy and levels of use of specific reading models. In addition, the results of the *Instructional Practices Checklist* are presented by grade level based on suggested instructional strategies in the *PPS Literacy Benchmarks Notebook*. The frequency of use for each strategy is also noted.

TEACHERS' SATISFACTION WITH DISTRICT AND SCHOOL LITERACY SUPPORT. Teachers were asked several questions regarding their knowledge of and satisfaction with district, school and classroom support for literacy instruction as part of the *Literacy Instructional Practices Questionnaire.*

Table 1 shows the number and percent of teachers in grades 1, 3, 5 and middle school who agree (sum of those strongly agreeing and agreeing) with the literacy support items, as well as the total number of respondents to each statement. The total number of respondents does not include those who left the question blank or marked "don't know." As illustrated in the table, only 48 percent of the teacher respondents reported satisfaction with the amount of opportunities they have to collaborate with colleagues. As one teacher wrote, "Much of training, while excellent, is redundant. Teachers need more planning time and more time to collaborate with grade level colleagues." Comments on the *Literacy Instructional Practices Questionnaire* indicate that many teachers also believed that, while individual conferences with students are important, they do not have the time to do them. One teacher wrote, "I need more help and time so that I may do one-on-one assessments and conferences with students."

Elementary teachers were much more familiar with the *PPS Literacy Benchmarks Notebook* (93%) and more likely to use the notebook in planning their instruction (80%) than middle school teachers because it was specifically developed for elementary grades. Interestingly, 78% of middle school teachers reported that they were familiar with the notebook and 66% reported that they used it in their planning. In spring 2001, the literacy TOSAs prepared and distributed the *Reading And Writing Expectations* document to middle school teachers in order to provide clear expectations for literacy instruction in middle school.

Table 1

Teachers' Satisfaction with District and School Literacy Support

Responses from the *Literacy Instructional Practices Teacher Questionnaire*

Statement	Teachers agreeing with the statement		Total respondents (agree & disagree)
	Number	Percent	Number
I have a good understanding of the literacy content standards established by the state at my grade level.	209	92%	228 *
I understand my school's goals for literacy this year as specified in the school improvement plan.	286	91%	316
Most of the students I currently teach seem interested in reading activities.	284	90%	315
I am familiar with the district's *Literacy Benchmarks Notebook*.	282	89%	316
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instructional time.	242	79%	308
I have input into the decisions made at my site that involve literacy instructional issues.	239	77%	310
I use the district's Literacy Benchmarks notebook to guide my literacy instructional planning.	240	76%	314
I am satisfied with the level of training and support I've received this year from the *district* to teach literacy.	228	73%	313
I am satisfied with the level of training and support I've received this year from my *school site* to teach literacy.	220	71%	310
I am satisfied with the amount of opportunities I have to collaborate with my colleagues on literacy instructional issues.	153	48%	320

*Note: Data for this item are from grade 3 and 5 teachers only because there are no grade 1 state standards.

LITERACY RESOURCES NEEDED. Teachers were asked to select the one category of literacy materials that are most needed in their schools. Teachers in first, third and fifth grade identified non-fiction leveled books and fiction-leveled books as their two categories of highest need for additional reading materials.

The results shown in Table 2 indicate the percent of teachers in each grade level who listed leveled books as the category in which they have the most need for additional materials.

Table 2

Type of Literacy Materials Needed by Elementary Grade Levels

Responses from the *Literacy Instructional Practices Teacher Questionnaire*

Type of Materials	Grade 1 teachers	Grade 3 teachers	Grade 5 teachers
Non-fiction Leveled Books	39%	43%	40%
Fiction Leveled Books	16%	22%	24%

Middle school language arts teachers also listed fiction leveled books (24%), as well as books for silent reading (24%), as their most needed materials for literacy instruction.

Other categories that the teachers could choose from in the survey included: activity books, big books, ESL materials, phonics materials, reference materials, basal readers, primary language books and spelling materials.

PRIORITIES TO PROMOTE LITERACY ACHIEVEMENT. Teachers were asked to select up to two priorities from a list of factors that promote overall achievement in literacy. Table 3 indicates the percent of teachers selecting the factor as one of their choices for a priority they would like to see the district address for literacy achievement. The blank cells indicate that fewer than ten percent of respondents selected the area as one of their two choices. As the table illustrates, the following priority areas were consistently selected by teachers:

- *Developing a greater variety of supplemental materials to ensure that all students make progress toward meeting standards.* A variety of techniques and reading approaches need to be used to reach children of all abilities. No one program works for all and a variety of supplemental materials are needed to give a boost to students at the lower levels.
- *Improving the quality of materials and resources available to teachers for literacy instruction.* This area was more important at the upper grades than at the lower grades.
- *Increasing the quantity of materials and resources available to teachers for literacy instruction.*
- *Developing stronger home-school partnerships around literacy activities.* This area was selected as a priority area by a variety of teachers but seems to be especially important to first grade teachers, with 23 percent selecting it.
- *Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).* Many teachers commented that the district should prioritize what it wants included in the literacy curriculum and how to do it. "There are not enough hours in the day to teach everything we have to teach; someone has to look at everything that has to be done during the literacy block and set priorities."

Table 3

Teachers' Priorities to Promote Literacy Achievement

Teacher Priorities for Literacy	Grade 1	Grade 3	Grade 5	Middle school
Develop more supplemental programs to ensure that all students make progress toward meeting standards	13%	20%	12%	15%
Improve the *quality* of literacy materials and resources available	10%		15%	16%
Increasing the *quantity* of literacy materials and resources available	15%	16%	13%	16%
Develop stronger home-school partnerships for literacy activities	23%	19%	11%	10%
Define grade level literacy instructional strategies (what a teacher in each grade is expected to teach each year)	12%	14%	14%	13%
Increase the use of classroom-based literacy assessments	Blank cells: fewer than 10% selected this as a literacy priority.			
Improve classroom-based literacy assessments				

Teacher Priorities for Literacy	Grade 1	Grade 3	Grade 5	Middle school
Develop greater accountability for student progress	Blank cells: fewer than 10% selected this as a literacy priority.			
Collaborate with colleges to improve teacher literacy training				
Create a district-wide focus to guide professional development				
Increase community support for literacy activities				
Reinstate the PPS curriculum department (including a director)				
Improve literacy instructional training for principals				
Other: "Smaller class size" was the most frequently mentioned.				

A number of teachers marked "other" as a priority area and most often wrote "smaller class sizes" as the specific area they would like the district to address. "Smaller class sizes are a must to successfully implement our literacy programs." Another teacher wrote, "Please do not spend funds on unnecessary, redundant or ineffective trainings or unneeded materials. We don't need assessments outweighing teaching time. Smaller class sizes are the most helpful way to spend money. This allows me to meet the varied needs of all my students."

The evaluators looked specifically at the priorities for literacy that were identified by teachers who worked in schools with the largest gains in reading achievement during the past three years. Teachers in high reading gains schools listed the following priorities for literacy: 30% of the teachers (n=14) reported that increasing the quantity of literacy materials and resources available to teachers for literacy instruction was most important and 26% of the teachers (n=12) stated that defining grade level literacy instructional strategies was most important. The total number of teacher respondents from large gains schools was 46.

District Literacy Instructional Practices by Grade Level and Special Populations

The examination of literacy instructional practices was based on the strategies suggested in the *PPS Literacy Benchmarks Notebook*. This notebook was developed by the Literacy Resource Team to help set long-and short-term literacy goals for the district, as well as to encourage uniformity in instructional strategies and assessment components. The notebook is intended to be an instructional tool for teachers to ensure that all students reach literacy benchmarks. The design allows for individual creativity and maximum flexibility in the literacy classroom.

In the *Literacy Instructional Practices Teacher Questionnaire*, respondents were asked about the frequency of their use of specific literacy instructional strategies. The components that make up the grade level sections of the notebook for first, third and fifth grade were used to develop the literacy instructional components checklist part of the questionnaire. The middle school literacy components for this study were derived from both the Literacy Benchmarks, which has draft components for this level, and suggestions from the middle school language arts TOSAs. Table 4 indicates the specific literacy components included in the questionnaire.

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Table 4

Literacy Instructional Components by Grade Level

Grade Level	Literacy Components Included in the Questionnaire
Grade 1	Communication, comprehension, decoding, phonemic awareness, oral fluency, letter knowledge, writing, spelling
Grade 3	Communication, comprehension, literature, oral fluency, writing, spelling
Grade 5	Communication, comprehension, literature, oral fluency, writing, spelling
Grades 6-8	Comprehension, vocabulary, sustained independent/silent reading, writing, spelling

USE OF LITERACY INSTRUCTIONAL STRATEGIES/BEST PRACTICES. First grade teachers were more likely to be familiar with (92%) and use (89%) the instructional strategies described in the *PPS Literacy Benchmarks Notebook* compared with other elementary grades. Only 68% of fifth grade and 66% of middle school language arts teachers reported using the notebook in their planning (not surprising since the notebook does not include written strategies for grades 5-8). Teachers in SFA schools were also much less likely to use the *Literacy Benchmarks Notebook* in their planning (56%) than other elementary teachers (80%). Trails to Literacy teachers are more likely to use the notebook (90%) than other teachers.

Teachers were asked about the frequency of use of specific literacy instructional strategies and activities based on the suggested strategies in the *Literacy Benchmarks Notebook* for each grade level. Teachers indicated their use of each instructional practice listed on the survey based on a six-point scale: 1=never (did not use the strategy/activity this year), 2=rarely (once a month), 3=sometimes (two to three times per month), 4=often (once a week), 5=frequently (two to three times a week) and 6=almost always (almost every day).

Table 5 summarizes the top ten most often used literacy instructional strategies reported by teachers. The following summaries for each grade level give an overview of the use of literacy instructional strategies reported by teachers. Appendix B provides the number and mean ratings for the complete list of literacy instructional strategies by grade level.

GRADE 1 TEACHERS. Grade 1 teachers reported that they spent the most literacy instructional time on activities to reinforce letter/sound correspondence during writing, practice in blending sounds in phonetically regular words, and providing instruction in high frequency words. These teachers spent the least amount of literacy time on letter learning (reading and writing alphabet and letter books; identifying letters during reading and writing activities). One of the challenges mentioned by first grade teachers is providing instruction that meets the needs of all their students given the wide range of abilities that exists among first graders. One teacher noted, "The challenge is the diverse levels of learners. As the year progresses, the disparity in student achievement seems to be more obvious. Teaching to the middle does not work for the majority." Teachers also commented that there are too many assessments for first grade students and that this takes away from valuable instructional time. Clearly,

those teachers do not view the assessments they use as a valuable instructional tool, but rather as an add-on that competes for time with more direct instruction.

GRADE 3 TEACHERS. Third grade teachers spent the most amount of time on literature activities, including having students identify literature elements such as character and plot, having students make predictions about text, having students edit writing conventions, and having students organize ideas and read aloud. Grade 3 teachers reported spending the least time on writing and spelling activities, having students identify recurring themes in stories, evaluate their own writing based on state scoring guides and having students use a word processor. Many third grade teachers commented on the need to have more staff or adult volunteers in the classroom. They said they have different levels of readers, yet when they work with students in small groups, it's very hard to keep all the students involved in an activity. Primary teachers commented that many of their students have difficulty working independently compared with older elementary and middle school students.

GRADE 5 TEACHERS. Grade 5 teachers reported that they spent the most time on activities related to comprehension, such as having students make predictions about text, restate and paraphrase what they have heard, having students edit writings and read aloud. The least amount of time is spent on having students read and compare three or more texts, having students compare similar stories from several ethnic groups and updating spelling progress.

Table 5

Literacy Instructional Strategies by Grade Level

(Ten Most Often Used Strategies by Grade— See Appendix B for complete list)

Grade 1	Number	Mean*
Reinforce letter/sound correspondence during writing activities	88	5.42
Have students practice blending individual sounds in phonetically regular words	89	5.37
Provide writing time for students	91	5.36
Place high frequency words on word walls	88	5.36
Have students make simple predictions	91	5.33
Provide instruction in high frequency words	89	5.29
Introduce a list of high frequency words	89	5.24
Use a variety of questioning strategies before, during and after reading	91	5.22
Model using basic word families to solve words	89	5.20
Discuss reading materials asking open-ended questions	102	5.17
Grade 3	**Number**	**Mean**
Have students identify literature elements, i.e., character, plot & setting	81	5.04
Have students make predictions about text	82	4.99
Have students edit writing to correct punctuation, grammar, etc.	80	4.89
Have students use information from illustrations, diagrams, graphs to assist in comprehension	82	4.84
Demonstrate organizing ideas	81	4.77
Read aloud from a piece of literature above students' reading level	82	4.73
Have students relate text to personal experiences	82	4.72
Have students use resources when they edit their writing	81	4.69
Have students retell, summarize and paraphrase text that is read or heard	80	4.61
Have students write narrative pieces	79	4.61

Grade 5	Number	Mean
Have students make predictions about text	77	5.10
Have students edit writing to correct punctuation, grammar, spelling, etc.	77	5.06
Have students use resources when they edit their writing	77	5.04
Have students use illustrations, glossaries and indexes to assist comprehension	77	4.97
Have students restate, paraphrase, summarize what is read/heard	77	4.90
Have students relate text to personal experiences, other text, world	77	4.90
Have students orally paraphrase or summarize text	74	4.82
Read aloud from piece of literature above the child's reading level	77	4.77
Model prewriting activities	76	4.72
Have students identify relationships, images & draw conclusions on meaning	77	4.61
Middle School	**Number**	**Mean**
Provide time for sustained silent reading	55	4.98
Provide partner or silent reading time	55	4.89
Offer direct instruction in comprehension strategies (fiction/non-fiction)	56	4.75
Give students time to write	55	4.75
Have students practice comprehension strategies with teacher direction	56	4.68
Assess reading comprehension formally or informally	56	4.45
Have students incorporate comprehension strategies in reading journals	56	4.29
Read aloud from a piece of literature above the child's reading level	55	4.29
Conduct a whole class discussion of novel(s)	56	4.20
Have students revise their work to a particular standard	55	4.18

*Means are based on a six-point scale: 6=always, 5=frequently, 4=often, 3=some, 2=rare, 1=never

MIDDLE SCHOOL TEACHERS. Middle school language arts teachers reported that they spent the most time on sustained silent reading, providing direct instruction in comprehension strategies (having students discuss novels in small groups; having students respond to open-ended questions about the novel). The least amount of time was spent on vocabulary activities (using pre-reading activities to teach vocabulary; having students note passages with interesting or challenging vocabulary). Publishing student writing and peer editing also did not receive much time in middle school. Many literacy teachers commented on the importance of parent involvement to effectively extend the curriculum into the home environment.

ENGLISH LANGUAGE LEARNERS (ELL). Another aspect of the literacy instructional practices survey analysis explored the reading instruction provided to English language learners. A total of 206 classroom teachers (64% of the respondents) indicated that they taught at least one English language learner during reading instruction. The majority of these teachers had four or fewer English language learners during reading. These teacher respondents did not find it too difficult to adapt their teaching to meet the needs of the ELL students.

School Implementation of Literacy Programs and Satisfaction with Literacy Training

This section reports findings from the *Literacy Instructional Practices Questionnaire* that relate to the school-level implementation of the reading adoption programs and other special literacy programs and professional development models. It also presents teachers' satisfaction with the reading programs adopted at their school or grade level, training in the literacy models used by their school, and teachers' perceptions of the main focus of their reading/literacy

program. The results will be presented for the reading adoption programs, Trails to Literacy, Success For All, Corrective Reading and CORE.

PUBLISHER-BASED READING MATERIALS. Table 6 presents the results of survey questions regarding teachers' use of the publisher-based reading materials adopted by their elementary school or grade level. These questions provided information on the level of use of the reading adoption programs and other literacy materials. Over 35 percent of the respondents indicated that their schools or grade levels adopted the Harcourt Brace reading program; another 30% of the teachers reported use of SRA Open Court materials. Approximately 17% of the respondents said their school adopted the Wright Group program, and another 17% used other supplementary materials, such as Junior Great Books and trade books. Elementary schools using the Success For All and Trails to Literacy models also purchased publisher-based reading adoption materials.

Further analyses (not shown in Table 6) indicate that first grade teachers were much more likely to report that their grade had adopted the Wright Group (39%) compared with fifth grade teachers (3%). There was little difference across grade levels in the use of the other literacy programs, Harcourt Brace and SRA Open Court. First grade teachers were also much more likely to use the reading materials adopted by their grade level a majority of the time (65%) than third grade (35%) or fifth grade (34%) teachers. At grades 3 and 5, presumably, teachers made more use of supplementary materials.

Table 6

Distribution and Use of Publisher-based Reading Adoptions in Elementary and Middle Schools, 2001

Publisher reading adoption programs and materials	Teachers at schools or grades that adopted the program		Of those who adopted the program, teachers who use the program a majority of the time	
	Number	Percent	Number	Percent
Harcourt Brace	64	36%	20	31%
Wright Group	30	17%	16	53%
SRA Open Court	52	30%	34	65%
Other (Junior Great Books and trade books were most often mentioned)	30	17%	NA	NA

TRAILS TO LITERACY. Table 7 summarizes teachers' satisfaction with the Trails to Literacy school-wide approach to literacy instruction. Teachers in the Trails schools reported a great deal of confidence in their ability to identify students' individual instructional needs (mean=4.2 out of 5). Teachers cited the benefit of this model to build consistency in reading instruction within the building as a particular strength in developing literacy achievement. It is worth noting that the school with the highest overall rating for Trails to Literacy also had a

principal who spent significantly more time in classrooms than any other Trails school (an average of eight visits per classroom compared to an average of 3.4 visits per year to classrooms in other Trails schools).

Table 7

Teachers' Satisfaction with Trails to Literacy

Item	Number	Mean
I feel confident in my ability to identify students' individual instructional needs.	35	4.20
I have been able to consistently use strategies presented in Trails in my classroom.	33	3.91
I am satisfied with the level of training and support I have received this year to use the concepts presented in Trails to Literacy in my classroom.	35	3.86
I understand how Trails to Literacy relates to the reading goals of the district.	35	3.86
I feel that my input regarding Trails to Literacy is valued.	34	3.76
Overall, I am happy with Trails to Literacy.	35	3.63
I have had adequate opportunities this year to observe other teachers using strategies learned through Trails to Literacy.	35	2.80
Items answered only by teachers who taught at the school prior to the Trails to Literacy adoption.	**Number**	**Mean**
Trails to Literacy helped build consistency in reading instruction within the building.	18	3.94
I discuss my reading instruction with colleagues more now than prior to Trails to Literacy.	18	3.89
I feel more confident assessing student learning now than I did before my Trails to Literacy training.	18	3.61

Means are based on a five-point scale: 5 =strongly agree, 4 =agree, 3 =neither, 2 =disagree, 1 =strongly disagree.

Table 8 shows the number and the mean rating by Trails to Literacy teachers regarding the aspects of reading instruction that they feel have the greatest impact on student achievement, as well as their perception of the main focus of the program. The areas are listed in rank order by level of impact, beginning with those areas for which Trails to Literacy had the greatest impact on students' reading. Teachers view Trails as having the greatest impact on their on-going assessment of reading, students' reading comprehension and concepts about print.

Table 8

Trails to Literacy – Main Focus and Areas that Impact Reading Achievement

Aspect of Student Reading	Number	Mean[1]	Percent reporting area as a main focus[2]
On-going Assessment of Reading	31	3.29	20.5%
Reading Comprehension	32	3.28	51.3%
Concepts About Print	29	3.24	20.5%
Reading Fluency	33	3.18	10.3%
Writing Skills	32	3.16	25.6%
Overall Reading Development	33	3.12	0%
Thinking Skills	33	3.03	5.1%
Decoding and Word Recognition	31	3.03	0%
Text Analysis	33	3.00	5.1%
Oral Language Development	33	3.00	5.1%

Aspect of Student Reading	Number	Mean[1]	Percent reporting area as a main focus[2]
Vocabulary Development	33	2.97	5.1%
Phonemic Awareness	33	2.91	2.6%
Grammar Structure and Syntax	32	2.84	0%

Note 1: Means are based on a four-point scale: 4=great deal, 3=some, 2=very little and 1=not at all.
Note 2: Respondents could mark up to two main focus areas.

The evaluators used the Statistical Package for Social Sciences to determine the correlation between the Trails to Literacy training components and teachers' satisfaction with the professional development model and the significance of these correlations (Pearson correlation coefficient).

Several training factors were closely associated with teachers' satisfaction with Trails to Literacy. These important factors are listed in Table 9. The number of training hours since September 2000 correlated highly with teachers' overall happiness with the Trails to Literacy model and the teachers' confidence in their ability to identify students' instructional needs. The number of times each month teachers met with colleagues to discuss literacy instruction was also highly correlated to developing a consistent approach to reading instruction in the school building.

Table 9

Correlation of Teachers' Training/Support to Satisfaction with Trails to Literacy

Training/Support Component	Areas of Satisfaction with High Correlation	N	Level of Significance
Number of hours of continuing training since September 2000	Overall, I am happy with Trails to Literacy.	31	.05
Number of hours of continuing training since September 2000	I feel confident in my ability to identify students' individual instructional needs.	31	.06
Times per month I formally meet with other teachers to discuss literacy	Trails to Literacy has helped build consistency in reading instruction in the building.	26	.07
Times per month I formally meet with other teachers to discuss literacy	I discuss my reading instruction with colleagues more now than prior to Trails to Literacy.	26	.06

An increase in these literacy training/support components correlated with an increase in teacher satisfaction.

SUCCESS FOR ALL. Teachers' satisfaction with the Success For All school-wide reading program is summarized in Table 10. Clearly, teachers were very well satisfied with the level of training and support they have received to implement this program (mean=4.75 out of 5). In almost all of the areas surveyed, literacy teachers rated their satisfaction with Success For All quite highly; on five out of six items, the means were above 4.3 indicating strong agreement with the statements. The one exception to these high ratings was that teachers reported they had not had adequate opportunities to observe other teachers using the program (mean=2.93). These teachers desired additional opportunities for peer coaching, modeling

and other job-embedded methods of professional development to enhance their use of the Success For All program.

Table 10

Teachers' Satisfaction with Success For All

Item	Number	Mean
I am satisfied with the level of training and support I have received this year to implement Success For All in my classroom.	16	4.75
Reading instructional materials for Success For All are readily available.	16	4.73
I understand how SFA relates to the reading goals of the district.	16	4.69
I feel that my input regarding Success For All is valued.	16	4.50
Overall, I am happy with Success For All.	16	4.38
I have had adequate opportunities this year to observe other teachers.	16	2.93

Means are based on a five-point scale: 5=strongly agree, 4=agree, 3=neither, 2=disagree, 1=strongly disagree.

Table 11 shows the main focus of the Success For All program and the amount of impact it has had on student reading as rated by teachers. Over 63% of teacher respondents believed that reading comprehension was the main focus of SFA. Teachers rated three other aspects of the program as having the greatest impact on students' reading: decoding and word recognition, overall reading development and on-going assessment of reading.

Table 11

Success For All – Main Focus and Areas that Impact Reading Achievement

Aspect of Student Reading	Number	Mean[1]	Percent reporting area as a main focus[2]
Decoding and Word Recognition	16	3.87	0%
On-going Assessment of Reading	16	3.81	0%
Overall Reading Development	16	3.81	0%
Reading Comprehension	16	3.69	63.2%
Reading Fluency	16	3.69	31.6%
Oral Language Development	16	3.67	5.3%
Concepts About Print	15	3.67	0%
Thinking Skills	16	3.56	5.3%
Text Analysis	16	3.50	0%
Phonemic Awareness	15	3.47	26.3%
Vocabulary Development	16	3.44	0%
Grammar Structure and Syntax	16	3.27	0%
Writing Skills	16	2.81	21.1%

Note 1: Means are based on a four-point scale: 4=great deal, 3=some, 2=very little and 1=not at all.
Note 2: Respondents could mark up to two main focus areas.

The evaluators were also interested in determining if there was a correlation between Success For All training support and teachers' satisfaction with the SFA program, as well as the level of significance of any correlations. Three training and support factors were closely associated

with teachers' satisfaction with Success For All. Table 12 describes these associations. Not surprisingly, the number of times that the principal visited the classroom was highly correlated with teachers' reporting that literacy instructional materials were readily available. In addition, overall happiness with SFA was related to the number of times per month teachers met with their colleagues to discuss literacy and with teachers' satisfaction with the level of training support they had received to implement the SFA program. Another high correlation was seen in the number of times per month that teachers met to discuss literacy being related to respondents reporting that they have adequate opportunities to observe other teachers' literacy instruction.

Table 12

Correlation of Teachers' Training/Support to Satisfaction with Success For All

Training/Support Component	Area of Satisfaction with High Correlation	N	Level of Significance
Number of times the principal has visited your classroom since September	Reading instructional materials are readily available	15	.03
Times per month I formally meet with other teachers to discuss literacy	Teachers have adequate opportunities to observe each other	13	.02
Times per month I formally meet with other teachers to discuss literacy	Overall, I am happy with Success For All	15	.05
Satisfied with level of training/support to implement SFA	Overall, I am happy with Success For All	16	.01
Satisfied with level of training/support to implement SFA	Reading instructional materials are readily available	16	.01

An increase in these literacy training/support components correlated with an increase in teacher satisfaction.

COMPARISON OF SUCCESS FOR ALL AND TRAILS TO LITERACY. In the previous section, we described teachers' satisfaction and ratings of Success For All and Trails to Literacy as separate programs. Table 13 below provides a side-by-side comparison of these two literacy initiatives in terms of teachers' ratings of the main instructional focus of each model. Reading comprehension is viewed as the main focus for both Success For All (63.2%) and Trails to Literacy (51.3%). Approximately 21% of SFA teachers and 26% of Trails teachers agreed that these approaches also develop students' writing skills. The emphasis on phonics, concepts about print and ongoing assessment are some of the components that differentiate these two approaches to literacy instruction. While 26% of the Success For All teachers reported phonemic awareness was a main focus of the program, only 3% of Trails to Literacy teachers mentioned phonics. Alternately, 20% of the Trails teachers reported that concepts about print and ongoing assessment of reading were main foci as compared to none of the SFA classroom teachers.

Table 13

Comparison of Main Foci of Success For All and Trails to Literacy

Area of Focus	Success For All	Trails to Literacy
	Percent reporting area as a main focus	
Reading Comprehension	63.2%	51.3%
Writing Skills	21.1%	25.6%
Reading Fluency	31.6%	10.3%
Phonemic Awareness	26.3%	2.6%
Concepts about Print	0%	20.5%
On-going Assessment of Reading	0%	20.5%
Oral Language Development	5.3%	5.1%
Thinking Skills	5.3%	5.1%
Vocabulary and Concepts	0%	5.1%
Text Analysis	0%	5.1%
Grammar Structure and Syntax	0%	0%

Note: Respondents could mark up to two areas as main focus areas.

The authors also compared teachers' perceptions of the training and support for the school-wide Trails to Literacy and Success For All models. Table 14 compares the teachers' mean responses related to training for each program. Teachers in both models received about the same number of hours of training (22-23 hours) prior to using the program in their classrooms. Another similarity was that both groups of teachers met with others to discuss literacy an average of twice a month. There were two differences in training/support in SFA and Trails schools: 1) teachers in schools using Trails to Literacy reported about 18 hours of training during the 2000-01 school year, while teachers in SFA schools received about 12 hours of training and 2) principals in Success For All schools averaged 5 visits to literacy classrooms, while principals in Trails schools made 3 visits to teachers' classrooms per year.

Table 14

Comparison of Teachers' Perceptions of Training/Support Components of Success For All and Trails to Literacy

Training/Support Component	Success For All	Trails to Literacy
	Mean Ratings	
Hours training prior to using program in classroom	22.4	23.2
Hours continuing training since September 2000	12.3	17.7
Times per month formally meet with other teachers to discuss literacy	1.9	2.1
Number times principal has observed classroom during reading instruction since September 2000	5.3	3.4

CORRECTIVE READING. There were few survey respondents for Corrective Reading because it was only implemented widely in one middle school. The following results will merely present an overview of the results. Table 15 summarizes teachers' satisfaction with the Correc-

tive Reading program. For the most part, middle school teachers were satisfied with the Corrective Reading program. The teachers reported that they understood how the program relates to the reading goals in the district and reported that their school valued the teachers' input about Corrective Reading. There is one noteworthy exception–teachers did not have adequate opportunities to observe peers using Corrective Reading (the mean rating of 2.3 which indicates disagreement with the survey statement).

Table 15

Teachers' Satisfaction with Corrective Reading

Item	Number	Mean
Overall, I am happy with Corrective Reading.	6	4.50
I understand how Corrective Reading relates to the reading goals of the district.	6	4.17
I feel that my input regarding Corrective Reading is valued.	6	3.50
I am satisfied with the level of training and support I have received this year to use Corrective Reading in my classroom.	6	3.17
Corrective Reading instructional materials are available to teachers.	6	3.00
I have had adequate opportunities this year to observe other teachers using Corrective Reading.	6	2.33

Means are based on a five-point scale: 5 =strongly agree to 3 =neither agree/disagree to 1 =strongly disagree.

Table 16 describes the Corrective Reading respondents' ratings of the main focus of the program. Five of the six Corrective Reading respondents reported the main focus of the program was phonemic awareness. While this is a small sample, these teachers also believed the program had the greatest impact on supporting phonemic awareness to improve students' reading. Approximately 50% of the respondents also reported that reading comprehension was a main focus of the Corrective Reading program.

Table 16

Corrective Reading – Main Focus and Aspects that Impact Reading Achievement

Aspect of Student Reading	Number	Mean[1]	Percent reporting area as a main focus[2]
Phonemic Awareness	5	3.40	83.3%
Overall Reading Development	5	3.40	0%
Decoding and Word Recognition	5	3.20	0%
Reading Fluency	5	3.20	33.3%
On-going Assessment of Reading	5	3.20	0%
Oral Language Development	5	3.00	33.3%
Reading Comprehension	5	2.80	50.0%
Text Analysis	5	2.80	0%
Thinking Skills	5	2.80	0%
Grammar Structure and Syntax	5	2.60	0%
Writing Skills	5	2.25	0%
Vocabulary Development & Concepts	5	2.20	0%

Note 1: Means are based on a four-point scale: 4 =great deal, 3 =some, 2 =very little and 1 =not at all.
Note 2: Respondents could mark up to two main focus areas.

CORE: CONSORTIUM ON READING EXCELLENCE. The CORE professional development model is used in at least six district middle schools and in some elementary schools. The description and analyses on CORE in this report are limited to middle schools. The Literacy Team had provided professional development training in the use of the CORE model in all middle schools. Elementary schools that also use CORE are listed in Appendix A.

Table 17 shows the teachers' satisfaction with the training and support provided in the CORE model. Teachers using CORE reported a clear understanding of how it relates to the reading goals of the district (mean=4.1 out of 5). Teacher satisfaction with the model was also shown in their happiness with CORE training and increased confidence in assessing student learning (means of 3.5 for both areas).

It is worth noting that several of the items related to implementation of CORE in the classroom were rated lower than items about CORE training. This may be a factor of middle school teachers being less positive than elementary teachers about basic skills instruction in reading. Alternately, it may be that teachers rate models that approach improved literacy achievement from a professional development perspective, such as CORE and Trails to Literacy, lower than programs that provide direct reading intervention activities, such as Success For All and Corrective Reading.

Again, like so many other teachers in this literacy evaluation, the Consortium on Reading Excellence teachers echoed the need for more opportunities to observe their peers' literacy instruction in the classroom. The majority of teachers (54%) indicated that they would like CORE training to be five days long. Over 83% of the respondents indicated that they would like the training sessions to be whole-day sessions, rather than half-day sessions.

Table 17

Teachers' Satisfaction with CORE

Item	Number	Mean
I understand how CORE relates to the reading goals of the district.	43	4.05
I feel more confident assessing student learning now than I did before my CORE training.	44	3.52
Overall, I am happy with my CORE training.	45	3.51
I am satisfied with the level of training and support I have received this year to use the concepts presented in the CORE training in my classroom.	41	3.29
I discuss my own reading instruction with colleagues more now than prior to my CORE training.	45	3.27
I have been able to consistently use the CORE strategies in my classroom this year.	44	3.27
I have had adequate opportunities this year to observe other teachers using CORE.	42	2.05

Means are based on a 5-point scale: 5=strongly agree to 1=strongly disagree.

Middle school teachers also rated the aspects of CORE that have had the greatest impact on students' reading achievement. In general, respondents rated CORE lower overall compared to the other literacy models discussed in this report. Table 18 shows that reading comprehension and on-going assessment of reading (means of 2.8) were rated as the aspects of CORE that had the most impact on student achievement.

Table 18

CORE Teachers' Rating of Aspects that Impact Reading Achievement

Aspect of Student Reading	Number	Mean
Reading Comprehension	45	2.84
On-going Assessment of Reading	45	2.80
Vocabulary Development and Concepts	45	2.71
Spelling	44	2.68
Reading Fluency	45	2.67
Overall Reading Development	44	2.64
Decoding and Word Recognition	45	2.62
Thinking Skills	45	2.58
Contextual Analysis	43	2.53
Oral Language Development	44	2.41
Grammar Structure and Syntax	44	2.41
Writing Skills	43	2.40

Note: Means are based on a four-point scale: 4 =great deal, 3 =some, 2 =very little and 1 =not at all.

Further analyses (not shown in Table 18) indicate that there are three areas of CORE training that teachers most frequently cited as having an important impact on their literacy teaching:

- Issues associated with reading problems and how children learn to read (15%)
- Decoding diagnostic tools and strategies for non-proficient readers (12%)
- Vocabulary development (12%)

Overall, the R&E comparison of the Consortium On Reading Excellence, Success For All and Trails to Literacy models shows that teachers perceived CORE to have less impact on student reading than Success For All or Trails to Literacy. There was not one aspect of student reading for which CORE received a mean score of 3.0 (some impact) or above. This may be due to many factors, such as the fact that CORE is not a school-wide program and that the teachers who completed this questionnaire for CORE were middle school teachers rather than elementary school teachers as with Trails to Literacy and Success For All. This finding mirrors results from other surveys in the district (e.g., annual satisfaction surveys) that, in general, middle school teachers are slightly less positive than elementary teachers. In this section, we compared CORE to Success For All and Trails to Literacy because SFA has a middle school professional development component and Trails is viewed as appropriate for grades K-6, especially as a transition from elementary to middle school.

Student Achievement

In order to measure changes in students' reading achievement, the evaluators examined multiple choice test scores of students in grades 3 and 5 on the Oregon Statewide Assessment and students in grade 4 on the Portland Achievement Levels Tests. Data were analyzed for 1999, 2000 and 2001 for schools by reading programs and professional development model as well as a sample of appropriate comparison schools. The authors also examined the reading test scores of the spring 2001 fifth grade intact cohort group (third graders in 1999 and fourth graders in 2000), as well as changes in overall third grade and fifth grade scores from 1999 to 2001. Finally, we investigated the relationship between the fidelity of the program implementation and student achievement.

It is a common practice in evaluation studies to report the statistical significance of the results of a program. Yet, it was evident from reviewing the achievement results for this literacy evaluation that there were no statistically significant differences in reading gains. In an effort to gauge if there was any *practical* educational significance in the differences among reading models, the evaluators analyzed effect sizes. The effect size statistic indicates if the results are important educationally. The reporting of effect size is a more recent practice that augments statistical significance testing. It determines if the difference between pre and post-tests or between different groups of students is large enough to be important in an educationally practical sense.

Guidelines for interpreting this statistic are still in a state of flux, but the one used by the PPS Research & Evaluation Department is that if an effect size is less than .20, the difference between the two groups is considered to be not educationally significant. If it is between .20 and .40, the difference is considered of moderate educational importance. If an effect size is larger than .40, it is considered to be very significant educationally.

Table 19 summarizes the educational significance and effect sizes of reading gains between 1999 and 2001 for the two reading adoption programs, Trails to Literacy schools and Success For All schools compared to matched schools. In almost all cases, the effect sizes show no educationally important differences for the gains at the intervention schools or comparison schools using these reading programs and professional development models. For example, all of the effect sizes were lower than .20 (except for one moderate effect size of 0.31 for third graders at SFA schools). These statistics indicate that the reading achievement gains for SFA and Trails schools were about the same as those for comparison schools. This pattern was evident in the effect sizes at Trails to Literacy, Success For All and comparison schools. As such, we did not conduct statistical tests. Interestingly, the analyses of the achievement gains in the schools using the reading adoption programs shows that schools that used *both* Harcourt Brace and Wright Group had slightly higher gains— not a significant effect size,

but approaching significance— than schools that used only one reading adoption program. Appendix C provides a more detailed report of the effect size analyses.

Table 19

Effect Size and Educational Significance of Reading Achievement Gains 1999 to 2001

Literacy Model	Grade 3	Grade 5	2001 Grade 5 Cohort
Wright Group v. Harcourt Brace	Not Significant (.04)	Not Significant (.18)	Not Significant (.06)
2 reading adoptions v. HB only	Not Significant (.17)	Not Significant (.16)	Not Significant (.08)
2 reading adoptions v. WG only	Not Significant (.13)	Not Significant (.03)	Not Significant (.03)
Trails to Literacy v. Comparison	Not Significant (.03)	Not Significant (.03)	Not Significant (.01)
SFA v. Comparison (HB only)	Moderate (-.31)	Not Significant (.02)	Not Significant (.11)

Note: Abbreviations are HB=Harcourt Brace, WG=Wright Group and SFA=Success For All.

This section of the report discusses student outcome results for the district reading adoptions, Trails to Literacy, Success For All and special analyses of schools with large reading gains. There are no student achievement results for Corrective Reading or CORE in this report. In the case of CORE, no achievement data are available because individual teachers usually implement this professional development model; it is not often adopted as a school-wide effort. Because teachers voluntarily elect to use CORE and R&E had promised anonymity to teachers on the *Literacy Instructional Practices Questionnaire*, the authors are not able to pair achievement results with individual users of CORE. In addition, achievement results are not available for Corrective Reading because only one middle school adopted the program with many students. Approximately four other middle schools used the Corrective Reading, but these schools only used the program with 12 special education students per site in a pullout literacy program. These numbers are not sufficient for sound analyses of literacy achievement. The evaluators acknowledge this as a limitation of the study.

READING ADOPTION SCHOOLS. During 2000-01, two publisher-based reading adoptions, Harcourt Brace and Wright Group, were used in many district elementary schools. Over 50 elementary schools reported that they used at least one of the reading adoption programs. In addition, 11 schools reported using both Harcourt Brace and Wright Group. Appendix A provides a list of reading programs used in elementary and middle schools.

The analyses of achievement in schools using the reading adoptions compared test scores for three groups: schools using only Harcourt Brace reading, schools using only Wright Group reading, and schools that used *both* reading adoptions. We analyzed data for the 24 schools using Harcourt Brace reading materials, the 13 schools using Wright Group reading and compared them to the 11 schools that used both reading programs. The SFA schools were excluded from this analysis. Table 20 shows that over three years, there was no difference in

the reading gains for the 2001 fifth grade cohort in the schools using the district reading adoption materials.

Table 20

Longitudinal Comparison of Reading Achievement of Grade 5 Cohort in Reading Adoption Schools, 1999–2001

Test Year	Harcourt Brace Schools			Wright Group Schools			HB & WG Schools		
	N	Mean RIT	S.D.	N	Mean RIT	S.D.	N	Mean RIT	S.D.
1999 (3rd Grade)	933	213.3	12.1	488	211.7	10.4	514	213.5	11.9
2000 (4th Grade)	933	218.2	11.1	488	216.9	10.2	514	219.0	10.9
2001 (5th Grade)	933	225.0	10.6	488	224.1	9.4	514	226.2	10.0
1999-2001 Gain		**11.7**			**12.4**			**12.7**	

Note: Same students at the same school since 1999.

Table 21 compares reading achievement for fifth graders in 1999, 2000 and 2001 in schools using the reading adoption programs. This table shows three different groups of fifth grade students. Fifth graders in these schools had similar mean RIT scores in 1999, 2000 and 2001. Between 1999 and 2001, the fifth graders in schools using Wright Group and schools using both Harcourt Brace and Wright Group gained about two RIT points. These gains did not represent a substantial difference among the three groups.

Table 21

Three Years of Grade 5 Reading Achievement in Reading Adoption Schools in 1999, 2000 and 2001

Test Year	Harcourt Brace Schools			Wright Group Schools			HB & WG Schools		
	N	Mean RIT	S.D.	N	Mean RIT	S.D.	N	Mean RIT	S.D.
1999 (Grade 5)	1269	222.7	10.6	716	219.8	11.3	722	221.9	11.0
2000 (Grade 5)	1328	223.8	11.5	731	221.7	12.0	720	223.0	12.0
2001 (Grade 5)	1293	223.3	11.5	745	222.4	10.4	707	224.2	10.8
1999-2001 Gain		**0.6**			**2.6**			**2.3**	

Achievement of third graders in schools using the district reading adoption programs is shown in Table 22. Like the fifth graders, these are three different groups of third graders. The reading gain between 1999 and 2001 was similar for third graders at schools using Harcourt Brace and Wright Group. Grade 3 students in schools that reported use of both Harcourt Brace and Wright Group programs showed the most gain from 1999 to 2001.

Table 22

Three Years of Grade 3 Reading Achievement in Reading Adoption Schools in 1999, 2000 and 2001

Test Year	Harcourt Brace Schools			Wright Group Schools			HB & WG Schools		
	N	Mean RIT	S.D.	N	Mean RIT	S.D.	N	Mean RIT	S.D.
1999 (Grade 3)	1285	212.4	12.5	736	210.5	11.6	709	212.0	12.9
2000 (Grade 3)	1337	214.7	14.7	716	213.3	13.9	687	214.0	15.1
2001 (Grade 3)	1378	213.6	12.8	648	212.2	12.2	708	215.3	12.0
1999-2001 Gain		**1.2**			**1.7**			**3.3**	

TRAILS TO LITERACY SCHOOLS. During 2000-01, nine elementary schools implemented the school-wide Trails to Literacy professional development model. The schools were Alameda, Arleta, Clark, Creston, Lewis, Sitton, Sunnyside, Woodlawn and Woodmere. In order to evaluate only established program implementations, R&E limited the data analyses to the three schools that began using Trails in the fall of 1997. These schools had consistent implementation of Trails to Literacy (as verified by program developer Leanna Traill) and had the most staff support for the program (as evidenced by the *Literacy Instructional Practices Questionnaire*). In all cases, we looked at achievement at a group of comparison schools similar to the Trails sites in terms of the mean reading scores in 1999, geographical proximity and the schools' socioeconomic status as reported by the Oregon Department of Education.

Table 23 compares the longitudinal reading achievement of the spring 2001 fifth grade cohort of students in Trails to Literacy schools and comparison schools. That means these students attended the same school in third, fourth and fifth grade and had valid achievement test scores at that school in 1999, 2000 and 2001. Students in the program and comparison schools had similar mean RIT scores as third graders in 1999. Over three years, there was no difference between the reading gains for the fifth grade cohort in the Trails to Literacy schools compared with similar schools.

Table 23

Longitudinal Comparison of Reading Achievement of Grade 5 Cohort in Trails to Literacy and Comparison Schools, 1999–2001

Reading Test Year	Trails to Literacy Schools			Comparison Schools			Difference
	N	Mean RIT	Std.Dev.	N	Mean RIT	Std.Dev.	
1999 (3rd Grade)	113	210.6	10.4	102	208.5	10.9	2.1
2000 (4th Grade)	113	215.6	10.2	102	214.1	8.6	1.5
2001 (5th Grade)	113	223.5	9.4	102	221.4	8.2	2.1
Gain from 1999-2001		**12.9**			**12.9**		0.0

Note: Same students at the same school since 1999.

Table 24 shows three years of reading achievement for fifth graders in Trails to Literacy schools and comparison schools. These are three different groups of fifth grade students. Fifth graders in Trails schools and comparison schools had similar mean RIT scores in 1999, 2000 and 2001. Trails to Literacy fifth graders had less than half a point higher reading gain from 1999 to 2001 than fifth graders at the comparison schools; this gain did not represent a substantial difference between the groups.

Table 24
Three Years of Grade 5 Reading Achievement in
Trails to Literacy and Comparison Schools in 1999, 2000 and 2001

Reading Test Year	Trails to Literacy Schools			Comparison Schools			Difference
	N	Mean RIT	Std.Dev.	N	Mean RIT	Std.Dev.	
1999 (Grade 5)	185	217.9	11.4	186	217.4	11.8	0.5
2000 (Grade 5)	187	219.5	11.7	150	217.7	12.3	1.8
2001 (Grade 5)	187	221.0	10.5	159	220.1	9.9	0.9
Gain from 1999-2001		**3.1**			**2.7**		0.4

Note: Comparison schools are based on grade 5 1999 baseline scores.

Table 25 shows three years of reading achievement for grade 3 students in Trails to Literacy schools and comparison schools. Like the fifth graders, these are three different groups of third graders. Grade 3 students in Trails schools and comparison schools had similar mean RIT scores in 1999, 2000 and 2001. The reading achievement gain between 1999 and 2001 was similar for third graders at Trails schools and comparison schools; again, the difference is not substantial.

Table 25
Three Years of Grade 3 Reading Achievement in
Trails to Literacy and Comparison Schools in 1999, 2000 and 2001

Reading Test Year	Trails to Literacy Schools			Comparison Schools			Difference
	N	Mean RIT	Std.Dev.	N	Mean RIT	Std.Dev.	
1999 (Grade 3)	199	208.0	12.1	166	207.9	11.8	0.1
2000 (Grade 3)	168	211.4	15.7	156	209.0	15.5	2.4
2001 (Grade 3)	163	211.6	12.1	146	211.8	12.3	-0.2
Gain from 1999-2001		**3.6**			**3.9**		-0.3

Note: Comparison schools are based on grade 3 1999 baseline scores.

SUCCESS FOR ALL SCHOOLS. Student achievement results for reading in Success For All schools were compared with a similar group of schools. Following the same data analysis procedures that were used for Trails to Literacy, the evaluators looked at three different sets of reading scores for each assessment. First, scores from the spring 2001 fifth grade cohort at each school were examined. This cohort included all children who attended the same school as third graders in 1999, fourth graders in 2000 and fifth graders in 2001. Mean scores

were found for this cohort of students in Success For All schools and a comparison group of schools. Then we analyzed reading scores for students in grade 5 for the past three years and for students in grade 3 for the past three years.

The comparison schools were selected based on 1999 mean scores, geographic proximity and socioeconomic status as reported by the Oregon Department of Education. Schools were selected as part of the comparison group if the mean score of their students in the grade level being analyzed was within one point of the mean score of the Success For All program. Like the SFA group, the comparison group was comprised of three schools. The following tables summarize the findings from those analyses.

Table 26 compares the longitudinal reading achievement of the spring 2001 fifth grade cohort of students in Success For All schools and comparison schools. This group of students attended the same school in third, fourth and fifth grade and had valid achievement test scores at that school in 1999-2001. Students in the program and comparison schools had mean RIT scores of 205 and 293, respectively, as third graders in 1999. Over three years in the program, there was no significant difference between the gains in reading scores for the fifth grade cohort for SFA schools compared with similar schools (effect size = -0.11).

Table 26
Longitudinal Comparison of Reading Achievement of
Grade 5 Cohort in Success For All and Comparison Schools, 1999-2001

Reading Test Year	Success For All Schools			Comparison Schools			Difference
	N	Mean RIT	S.D.	N	Mean RIT	S.D.	
Spring 1999, 3rd Grade	115	204.8	9.5	126	202.6	12.0	2.2
Spring 2000, 4th Grade	115	210.6	10.1	126	207.6	10.3	3.0
Spring 2001, 5th Grade	115	216.2	8.9	126	215.2	10.1	1.0
Gain from 1999-2001		**11.4**			**12.6**		**-1.2**

Note: Same students at the same school since 1999.

Table 27 shows three years of reading achievement for grade 5 students in Success For All schools and comparison schools. Again like the Trails schools, these are three different groups of fifth grade students. Fifth graders in SFA schools and comparison schools had identical mean RIT scores in 1999. While the gain in reading for fifth grade 1999 to fifth grade 2001 for comparison schools is moderately higher than the SFA schools, the difference is not educationally significant (effect size=-0.02).

Table 27

Three Years of Grade 5 Reading Achievement in
Success For All and Comparison Schools in 1999, 2000 and 2001

Reading Test Year	Success For All Schools			Comparison Schools			Difference
	N	Mean RIT	S.D.	N	Mean RIT	S.D.	
1999 (Grade 5)	186	212.6	10.1	193	212.6	9.7	0.0
2000 (Grade 5)	171	215.1	10.7	194	214.2	11.6	0.9
2001 (Grade 5)	191	214.9	9.0	189	215.1	10.5	-0.2
Gain from 1999-2001		**2.3**			**2.5**		**-0.2**

Note: Comparison schools are based on grade 5 1999 baseline scores.

Table 28 shows three years of reading achievement for third graders in Success For All and comparison schools. Like the fifth graders, third grade students in SFA schools and comparison schools had similar mean RIT scores in 1999. Here, though, the reading achievement gain between 1999 and 2001 was substantially higher for comparison third graders than for SFA schools. The difference between the groups is of moderate educational importance (effect size = -.31), but because it is the only comparison of all those conducted to show any kind of educational significance, it would be inappropriate to place too much emphasis on the results.

Table 28

Three Years of Grade 3 Reading Achievement in
Success For All and Comparison Schools in 1999, 2000 and 2001

Reading Test Year	Success For All Schools			Comparison Schools			Difference
	N	Mean RIT	S.D.	N	Mean RIT	S.D.	
1999 (Grade 3)	203	203.3	10.7	200	203.1	12.1	0.2
2000 (Grade 3)	217	207.2	13.8	215	206.6	14.5	0.6
2001 (Grade 3)	223	205.6	12.1	185	208.8	11.3	-3.2
Gain from 1999-2001		**2.3**			**5.7**		**-3.4**

Note: Comparison schools are based on grade 3 1999 baseline scores.

SCHOOLS WITH LARGE READING GAINS AND OTHER SCHOOLS. Another component of the literacy evaluation analyzed student achievement in elementary schools that had large gains in reading during 1998-2001 and comparison schools. The study looked at issues such as what reading program and literacy practices were used in these schools and what the relationship was between reading instruction in schools and better student reading achievement.

This section describes the process for selecting the elementary schools for the reading gains analyses and the results. Before selecting any schools, the researchers examined reading achievement data from 1998 and divided the elementary schools into three groups: high achieving, middle achieving and low achieving. Then, three schools were selected within each of these achievement levels that had made the largest gains in reading annually during

1998-2001. Note that other schools may have fallen just below these nine in terms of amount of gain. It would be inappropriate to place undue emphasis on this particular set of schools. Rather, they are simply a sample of "high gain" schools selected for this analysis.

We identified these schools by examining a combination of reading achievement indicators. First, the authors looked at the average RIT scores for grades 3 and 5 and the change in percent meeting or exceeding standards for the three intact cohorts of students within each school. These cohorts included students who were in one of the following groups: 1) students in third grade in 1999 and fifth grade in 2001 in the same school; 2) students in third grade in 2000 and fourth grade in 2001 in the same school; or 3) students in third grade in 1998 and fifth grade in 2000 in the same school. In this way, we were able to analyze the growth for three separate grade levels within each school, so that an unusually exceptional or weak class would not unduly affect the results. In addition, we looked at changes in mean RIT scores and in percent meeting or exceeding standards at each grade level each year. The authors also looked at the scores for each school from 1998 to 2001 and changes between the 1998-1999 and 1999-2000 school years.

For these achievement gains analyses, the authors selected eight elementary schools that had shown large gains in reading for the past three years (one school was dropped from the original group of nine schools). The schools were a diverse group in geographic location, achievement levels, socioeconomic indicators, and reading adoption, program and model, but all had realized consistent large gains in reading. We compared results from the *Literacy Instructional Practices Questionnaire* and interviews from the high gains schools to those from other elementary schools to determine if any differences existed in their approach to literacy instruction and the literacy outcomes.

The results indicate that there were a few noteworthy differences between schools with large gains in reading and other schools in the past three school years. The first difference is the size of the reading instructional groups. Teachers from schools with large gains reported that during reading instruction they teach an average of 21.9 students, while teachers from other schools reported that they teach an average of 27.8 students. A second difference is that teachers from schools with large gains in reading were also more likely to report that they have input into decisions about literacy made at their school (92.3%) compared with those at other schools (75.9%).

Another important difference between the large reading gains schools and other sites is that the school principal provided strong leadership support for literacy and established a consistent focus on literacy in the school. Principals in high gains schools conducted more observations in the classroom during reading instruction and visited the classroom more often than at comparison schools. There was a common belief that the district's reading goals

would be achieved by the literacy program adopted by the school or grade level and the teachers' perceived strong support for literacy as a priority in the school. Finally, in terms of actual literacy instruction, teachers in schools with large gains reported spending more time in first grade on writing activities (average of 5.2 on a 6-point "frequency" scale, compared with 4.4 for other teachers).

Surveys and Interviews with School Principals

Acknowledging the importance of instructional leadership, another aspect of the literacy evaluation involved surveying principals regarding their schools' literacy program, areas of need, and factors that had contributed to student success at their schools. The survey was sent to a sample of 36 elementary principals based on their schools' inclusion in the achievement analyses of Trails to Literacy, Success For All, large reading gains and comparison schools. A total of 22 principals returned the survey for a 61% response rate.

The majority of elementary principals reported that a pressing need in their school was for more individual student support. Many principals proposed meeting this need through smaller class sizes, or through the use of additional reading tutors or other adult volunteers. The other main need that principals listed was for additional reading materials for special groups, such as English language learners or students with low or high reading abilities.

The survey (see Appendix D) asked principals to list what factors had helped children's literacy achievement the most at their schools. Principals frequently expressed the same few factors that they said were needed. First, the respondents mentioned that smaller class sizes or the addition of education assistants or volunteers, which improved the adult-to-student ratio, was vital to improving literacy achievement. Next, they mentioned school-wide planning and "having teachers on the same page" in terms of their literacy instruction. In interviews with about a dozen principals, many of them reported that they encouraged collaboration in grade-level teams and cooperation across grade levels to help develop a more cohesive, efficient literacy curriculum in the school. These principals felt that the strongest curriculum builds on what is learned in lower grades and feeds directly into instruction in the next grade without unnecessary overlap or gaps in literacy learning.

Observations of Literacy Classrooms

To augment the results from surveys and test score analyses, the authors also conducted a few observations of literacy classrooms and interviewed teachers about their literacy teaching strategies. We also asked teachers about their classroom environment and organization, student groupings during reading instruction, and assessment strategies. Observations of literacy instruction were completed in five classrooms: two first grade classrooms, a third grade classroom and two fifth grade classes. The classrooms were selected based on the recom-

mendations of principals and literacy TOSAs. The observations and interviews provided an opportunity to see and hear from outstanding literacy teachers, who often serve as models and peer coaches to other teachers. The observation checklists are in Appendix E.

Not surprisingly, the first grade classrooms were very active, and the teachers used this energy in productive ways. For example, one teacher had the students producing puppet shows based on the books the students were currently reading. Another teacher had students using letter and word manipulatives to form words and sentences. Students moved around the room from one type of manipulative to another to keep their bodies, hands and minds active as they discussed the different word problems.

In the third grade classroom, the teacher conducted reading discussions with small groups of students, while the rest of the class worked on other language arts assignments. This setting was a student-centered learning environment where the teacher's shared inquiry method of discussion helped to focus students' reading comprehension. The teacher constantly asked for input from students, maintaining a sense that they are in this learning process together.

The fifth grade classes were characterized by tremendous student participation. Instead of simply asking for answers, both teachers that we observed asked for students' thoughts and opinions and to share their own stories. Both teachers used writing time to have individual conferences with students about their writing. When the teachers read aloud to the classes, they both would stop every few paragraphs to question students' general comprehension of the story and to get the students' opinions about the passage they had read. When one teacher met with small groups to discuss the novel the students were reading, she was very careful to have the students tie the background schema of the story to something in their own lives.

The main theme that characterized the observation in all of the literacy classrooms was the fact that all were very much student-centered environments. Students' work was the centerpiece of classroom décor and students were given choices about certain activities, or assignments or writing topics. Students' ideas were appreciated. The students seemed to have a sense of pride and ownership in the success of their classrooms, which showed through in their effort.

V. Conclusions and Recommendations

Conclusions

This section discusses the findings presented in the previous section of the report and offers some conclusions about literacy practices in elementary and middle schools. The authors

also identify recommendations for consideration by district administrators and policy makers for planning future literacy initiatives, policies and activities related to literacy learning.

This evaluation studied some of the reading programs and professional development models used in elementary and middle schools in Portland Public Schools. The evaluators looked at the two district reading adoption programs and four literacy programs or professional development models— Trails to Literacy, Success For All, Corrective Reading and CORE. We surveyed teachers and principals to determine the level of use of program components and instructional strategies, the users' satisfaction with the literacy approach adopted by their school, grade level or classroom, teachers' perceptions of the impact of the literacy program on student learning and other related issues. We also explored the main focus of the various reading models and teachers' ratings of literacy training and support.

In almost all cases, the average student reading achievement is increasing in Portland Public Schools, regardless of which reading program or materials are used. The findings of this report are not intended to provide a basis for recommending the continuation or termination of any particular program. The purpose of the report is to assist district personnel in understanding the fidelity of implementation of reading models and teachers' perceptions of the impact of major literacy programs in the study. It is for the district policy makers to review the programs with lower implementation and impact rates to identify barriers to more effective implementation and use of best practices in literacy instruction. This report speaks to the impact of various instructional strategies on real student achievement. The programs and approaches that showed real impact on student achievement should be examined to build upon program strengths when developing future literacy activities. Similarly, the instructional strategies that are used by teachers in high reading gains schools point a direction for improved literacy learning for all students.

All of the reading programs and professional development approaches used in the district address the PPS Literacy Benchmarks. However, the focus on literacy, as well as the level of use of literacy programs, professional development models and instructional strategies is inconsistent in elementary and middle schools. This was especially evident in the middle schools. The large number of different reading and literacy programs that have been adopted at middle school grade levels exacerbates the wide range in the levels of use, training, implementation and perceived impact of the programs.

The *PPS Literacy Benchmarks Notebook* gives teachers a good place to start to discuss a PK to grade 5 school-wide reading/literacy curricula. In middle schools, the *Reading and Writing Expectations* document provides a similar framework for teachers in grades 6 through 8. Many teachers at grades 3, 5 and middle school listed "defining grade level literacy instructional

strategies" as a desired priority for the district. Additional ongoing training and dissemination of these materials is still needed to institutionalize the literacy benchmarks.

In terms of student achievement outcomes, this study found no educationally significant differences in reading gains for the schools using the district reading adoptions, Trails to Literacy or Success For All models compared to similar schools. Effect size statistics show that the reading achievement gains for these special programs and comparison schools were not educationally significant or of practical importance. As such, we did not do statistical tests.

The analyses of schools with large reading achievement gains found that those schools are not doing anything tremendously different from other schools in the type of literacy instructional program or approach used in their schools. It is not the reading program per se that makes the difference. Any balanced reading program can help students learn to read. In this study, the difference in reading achievement gains may lie in two factors: 1) schools with high gains in reading were more likely to have principals who stressed the importance of having consistency and continuity in the literacy curriculum throughout the school building, and 2) schools with high reading achievement gains tended to have fewer students in reading instructional groups than teachers in comparison schools, irregardless of the schools' socioeconomic status. The smaller classes were due to having educational assistants, adult volunteers and sometimes simply a smaller class size all day. Many teachers emphasized the need for smaller classes or improved student to adult ratios in improving childrens' reading and literacy skills.

The results from the *Literacy Instructional Practices Teacher Questionnaire* are similar to the achievement findings. In addition, the questionnaire showed some other important differences between schools that had large reading achievement gains and other sites. Schools with large reading gains had a cohesive literacy focus in the school or grade level. Principals in high gains schools also conducted more observations in the classroom during reading instruction and visited the classroom more often than at comparison schools. There was a common belief that the district's reading goals would be achieved by the literacy program adopted by the school or grade level and the teachers' perceived strong support for literacy as a priority in the school.

Teachers identified the most critical resources that they need to improve literacy learning as more and better literacy materials, consistent instructional support, a strong literacy focus from the school principal and on-going professional development activities that allowed time to see their peers in action. Teachers consistently stated the following priority areas for literacy instruction:

- *Develop a greater variety of supplemental programs to ensure that all students make progress toward meeting standards.* A variety of reading approaches and techniques is needed to reach children of all abilities.
- *Improve the quality of materials and resources available to teachers for literacy instruction.* This area was more important at the upper grades than at the lower grades.
- *Increase the quantity of materials and resources available to teachers for literacy instruction.*
- *Develop stronger home-school partnerships around literacy activities.*
- *Continue to clarify the grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).* Many teachers reported that the district should prioritize what it wants included in the literacy curriculum at each grade level.

Surveys and interviews with classroom literacy teachers about the barriers to more effective literacy instruction indicated that there are some problems caused by inadequate literacy materials and lack of adequate time to collaborate with peers on literacy instruction. A majority of the literacy teachers that we surveyed commented that they would like more time for working with other teachers in their building to develop a cohesive curriculum and share ideas. Many teachers felt unable to implement what they had learned at literacy training sessions due to the lack of planning time. Both literacy teachers and principals felt that it was more important for all teachers at a school to be "on the same page" in implementing the program or approach to literacy instruction rather than being required to attend professional development on ever new topics.

Recommendations

The following recommendations are based on the findings presented in this report and are categorized by their potential impact on district policy, curriculum and instructional planning, and program delivery:

District Policy Making

1. The district should continue to develop and strengthen a model to guide literacy curriculum and instruction. The *PPS PK-5 Literacy Benchmarks Notebook* and the *Reading and Writing Expectations for Middle School* provide a framework for aligning professional development to literacy instruction in elementary and middle schools. The district literacy team should continue to provide ongoing professional development to support literacy benchmarks and best practices to achieve them.

2. Professional development should provide follow-up support for teachers who are implementing district-sponsored literacy initiatives, such as reading adoptions, CORE and Corrective Reading. Teachers need ongoing support and technical assistance in best instructional practices to help students achieve the literacy benchmarks.

3. The district literacy leaders should consider whether improvement in the quality of literacy instruction is an important priority to address. If it is, the district should establish policies and practices to refocus school improvement plans and professional development to further support the priority.

4. Professional development should provide some aspects of choice for teachers. Sessions should allow teachers to decide which presentations to attend and provide opportunities for peer observation, an underutilized training method. Trainings should include time for teachers to meet with their principals and colleagues. Teachers in this study clearly stated a need for time to integrate new professional development learning into their instruction.

Curriculum and Instructional Planning

5. Curriculum planners and principals should consider that teachers who reported that they have input into the decisions made about literacy programs and practices at their school have larger student reading achievement gains in literacy as compared to other teachers.

6. Curriculum and school planners should consider expanding the amount of time that first grade students spend on writing activities. Results of this study indicated that these students show improved literacy achievement.

7. District policymakers should review the literacy instructional practices identified in this study to better understand the scope, implementation and perceived impact of reading programs and professional development models.

8. The District should continue to assess student strengths and weaknesses in literacy and identify curriculum materials that may help to fill in any gaps in students' reading skills.

Program Delivery

9. Principals and literacy teachers should determine the optimum size for reading instructional grouping in their school. Results of this study indicate that elementary schools with smaller reading class sizes, 22 students as compared to 28 students, had higher student reading achievement than comparison schools.

10. Middle school principals should consider the potential benefits of a school-wide literacy focus. Teachers in schools that had a school-wide literacy focus implemented more literacy strategies and reported a higher level of satisfaction with their reading program.

11. Middle school principals and literacy teachers should consider using literacy instructional strategies that provide a bridge to more challenging content with practical applications for middle school students.

12. Schools should continue to integrate a strong literacy focus and standards throughout the school day.

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APPENDIX A

Major Reading Programs and Models Adopted in PPS Elementary and Middle Schools

Reading/Literacy Programs and Models by Elementary and Middle School, 2000-01

Elementary Schools	Trails to Literacy	Success For All	CORE	Corrective Reading	Reading Recovery	Harcourt Brace	Wright Group	SRA Open Court	SMART	Other
Abernethy					RR	HB	WG	SRA OC		
Ainsworth						HB	WG			Novel sets
Alameda	Trails					HB	WG			
Applegate						HB			SMART	
Arleta	Trails				RR	HB	WG		SMART	
Astor					RR	HB			SMART	
Atkinson						HB			SMART	
Ball								SRA OC	SMART	
Beach			CORE						SMART	
Boise-Eliot			CORE						SMART	
Bridger						HB	WG			
Bridlemile							WG	SRA OC		Read Well
Brooklyn					RR		WG		SMART	
Buckman						HB	WG		SMART	
Capitol Hill			CORE			HB				
Chapman						HB				Jr. Great Books, Oasis,Legacy LLIT
Chief Joseph			CORE						SMART	
Clarendon			CORE			HB		SRA OC	SMART	Heath Images
Clark	Trails				RR		WG			
Creston	Trails				RR	HB			SMART	
Dunlway						HB	WG			
Edwards						HB				
Faubion							WG		SMART	Shared reading
Forest Park						HB				Jr. Great Books
Glencoe								SRA OC		
Grout					RR		WG		SMART	Jr. Great Books
Hayhurst						HB			SMART	
Hollyrood	Trails						WG			
Humboldt		SFA				HB			SMART	
Irvington						HB			SMART	
James John						HB				
Kelly						HB	WG		SMART	
Kenton			CORE						SMART	
King		SFA				HB			SMART	
Laurelhurst								SRA OC		
Lee										DWOK; Read Well
Lent					RR		WG			Jr. Great Books
Lewis	Trails				RR	HB				
Llewellyn						HB				
Maplewood						HB				Novel sets
Markham								SRA OC		
Marysville						HB			SMART	Trade books
Meek						HB	WG		SMART	
MLC							WG			
Peninsula							WG		SMART	SRA 180, Novel sets

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Elementary Schools	Trails to Literacy	Success For All	CORE	Corrective Reading	Reading Recovery	Harcourt Brace	Wright Group	SRA Open Court	SMART	Other
Richmond			CORE		RR	HB				
Rieke						HB		SRA OC		
Rigler							WG	SRA OC	SMART	Rigby
Rose City Park							WG			Jr. Great Books
Sabin			CORE					SRA OC	SMART	
Scott						HB	WG		SMART	Jr. Great Books
Sitton	Trails				RR		WG		SMART	
Skyline							WG			
Smith						HB				
Stephenson						HB				
Sunnyside	Trails						WG		SMART	
Vernon		SFA				HB			SMART	
Vestal			CORE			HB			SMART	Novel sets
Whitman			CORE			HB			SMART	
Wilcox						HB	WG	SRA OC		Read Well, Jr. Great Books
Woodlawn	Trails					HB	WG		SMART	
Woodmere	Trails				RR		WG		SMART	
Woodstock			CORE			HB				
Youngson						HB				

Middle Schools			CORE	Corrective Reading			Write Source	SRA 180	Other
Beaumont			CORE	CR*			WS		Junior Great Books, whole language, literature circles, Daybooks, novel sets
Binnsmead			CORE	CR*					
DaVinci			**						Junior Great Books, Reading workshop, Novel groups
Environmental MS									Whole language, novel sets, literature circles
Fernwood			CORE						
George			CORE						
Gray			CORE						
Gregory Heights			CORE				WS		Interactive Reader, Daybook
Hosford			CORE						Junior Great Books
Jackson			**						Junior Great Books, Novel Sets, Levels, Daybooks
Kellogg			CORE						
Lane			**					SRA 180	
Mt. Tabor			**					SRA 180	Prentice Hall
Ockley Green			CORE						
Portsmouth			CORE					SRA 180	
Sellwood			**	CR*					Sylvan Learning
Tubman			**	CR					
West Sylvan			**						Level Reading, Sylvan Learning
Whitaker			**	CR					

*These three middle schools used the Corrective Reading program with only a small number of special education students.

**Schools indicated as "CORE" are based on data from the teacher survey. Middle school literacy TOSAs reported that schools with an asterisk also received CORE training.

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APPENDIX B

Literacy Instructional Strategies by Grade Level

Use of Literacy Instructional Strategies by Grade Level*

Grade 1 Literacy Instructional Strategies	Number	Mean
Reinforce letter/sound correspondence during writing activities	88	5.42
Students practice blending individual sounds in phonetically regular words	89	5.37
Provide writing time for students	91	5.36
Place high frequency words on word walls	88	5.36
Have students make simple predictions	91	5.33
Provide instruction in high frequency words	89	5.29
Introduce a list of high frequency words	89	5.24
Use a variety of questioning strategies before, during and after reading	91	5.22
Model using basic word families to solve words	89	5.20
Discuss reading materials asking open-ended questions	102	5.17
Prompt children during reading/writing	89	5.10
Have students stretch sounds in words as they write	88	5.09
Provide opportunities for students to speak in front of classmates	91	5.07
Connect reading introductions to personal experiences and prior knowledge	91	5.05
Discussion of literature	91	5.04
Prompt students for self-checking	91	5.04
Use alphabet chart to link sounds to letters	89	5.01
Model spelling strategies	89	5.00
Model the writing process	90	4.99
Model stretching words during writing activities	87	4.95
Help students form generalizations about spelling patterns through shared/guided reading	89	4.94
Students perform repeated readings to practice expression with text	91	4.92
Read picture books to model various writing forms	91	4.91
Model how to use onset-rime during writing activities	85	4.72
Model retelling following read aloud	91	4.68
Have students use onset-rime as they write	86	4.62
Identify letters during shared reading or writing activities	90	4.60
Have students practice oral retellings	91	4.51
Have students do word games	90	4.50
Develop lists of words derived from specific rimes	89	4.43
Teach mini-lessons on the traits of writing	90	4.32
Have students do alphabet games	89	4.29
Have individual student conferences to provide feedback on their writing	91	4.21
Have students locate letters in print from books and magazines	89	4.12
Discuss the writing process for a variety of writing modes	91	4.07
"Publish" student work	89	4.06
Model and teach letter formation using clay, sand, paint, pencil and paper	88	4.05
Have students read and write alphabet and letter books	89	4.01
Update individual records of student progress toward correctly spelling list of frequently written words	86	3.95
Use computer games to reinforce letter learning	89	3.72

*Means are based on a six-point scale: 6=always, 5=frequently, 4=often, 3=some, 2=rare, 1=never.

Use of Literacy Instructional Strategies by Grade Level* (continued)

Grade 3 Literacy Instructional Strategies	Number	Mean
Have students identify literature elements, i.e., character, plot & setting	81	5.04
Have students make predictions about text	82	4.99
Have students edit writing to correct punctuation, grammar, etc.	80	4.89
Have students use information from illustrations, diagrams, graphs to assist in comprehension	82	4.84
Demonstrate organizing ideas	81	4.77
Read aloud from a piece of literature above students' reading level	82	4.73
Have students relate text to personal experiences	82	4.72
Have students use resources when they edit their writing	81	4.69
Have students retell, summarize and paraphrase text that is read or heard	80	4.61
Have students write narrative pieces	79	4.61
Have students orally summarize reading text to increase understanding	79	4.57
Have students revise writing based on input	80	4.53
Model use knowledge of phonics, word patterns to improve spelling	81	4.48
Students extend ideas presented in text with their opinions/conclusions	81	4.44
Students use source information to answer a question or discuss a topic	81	4.38
Use word lists for spelling activities	80	4.29
Students use journals to record info/organize ideas	80	4.28
Students identify between fact and opinion in text	82	4.23
Students use varied sentence structure	80	4.21
Model prewriting activities	80	4.20
Students examine the reasons for a character's actions and motivation	80	4.19
Students receive input from peers	81	4.17
Conference with individual students about their writing	80	4.14
Students identify cause and effect relationships in texts	80	4.11
Discuss literary devices, such as rhyme, figurative language or dialogue	82	3.94
Model how to research and write on a topic	80	3.89
Students make short oral presentations	81	3.81
Students examine writer's point of view and how it impacts the literature	82	3.80
Have students perform repeated readings	82	3.76
Discuss similarities and differences between two genres	81	3.73
Students read and compare two or more texts about a topic	80	3.71
Update individual records of student progress in spelling	80	3.54
Have students do word sorts, word games or word hunts	80	3.53
Give students opportunities to identify recurring themes in literary works	81	3.48
Have students write in the persuasive mode	80	3.44
Have students compare similar stories from 2 or more geocultural groups	37	3.43
Have students evaluate their own writing based on State Scoring Guide	81	3.38
Have students use a word processor	80	3.29

*Means are based on a six-point scale: 6=always, 5=frequently, 4=often, 3=some, 2=rare, 1=never.

Use of Literacy Instructional Strategies by Grade Level* (continued)

Grade 5 Literacy Instructional Strategies	Number	Mean
Students make predictions about text	77	5.10
Students edit writing to correct punctuation, grammar, spelling, etc.	77	5.06
Students use resources when they edit their writing	77	5.04
Students use illustrations, glossaries and indexes to assist comprehension	77	4.97
Students restate, paraphrase, summarize what is read/heard	77	4.90
Students relate text to personal experiences, other text, world	77	4.90
Students orally paraphrase or summarize text	74	4.82
Read aloud from piece of literature above the child's reading level	77	4.77
Model prewriting activities	76	4.72
Students identify relationships, images & draw conclusions on meaning	77	4.61
Model how to organize text	77	4.58
Students revise writing based on input	77	4.57
Students extend ideas presented in text with their own ideas	77	4.49
Students receive input form peers	77	4.44
Students use varied sentence structure	77	4.42
Model knowledge & use of phonics or word patterns to improve spelling	76	4.38
Students write narrative pieces	77	4.36
Students use journals	76	4.33
Conference with individual students	77	4.30
Students identify between an imaginative or realistic plot	77	4.29
Use word lists for spelling activities	77	4.27
Students make inferences about development of character and setting	77	4.27
Students research and write on a topic	77	4.26
Students use information from two or more resources	77	4.25
Students analyze author's writing style	77	4.22
Students evaluate their writing based on State Scoring Guide	77	4.12
Students make short oral presentations	75	4.07
Students examine point of view of the writer	77	4.05
Students use a word processor	77	3.96
Model how to engage a reader through specific methods	77	3.88
Students write in the persuasive mode	77	3.82
Students identify and analyze similar themes in various literary works	76	3.79
Discuss similarities and differences between three or more genres	77	3.69
Students perform repeated readings	77	3.69
Students do word sorts	77	3.62
Students compare similar stories from several geocultural groups	77	3.61
Students read and compare three or more texts	76	3.58
Update the individual records of student progress in spelling	76	3.26

*Means are based on a six-point scale: 6=always, 5=frequently, 4=often, 3=some, 2=rare, 1=never.

Use of Literacy Instructional Strategies by Grade Level* (continued)

Middle School Literacy Instructional Strategies	Number	Mean
Provide time for sustained silent reading	55	4.98
Provide partner or silent reading time	55	4.89
Offer direct instruction in comprehension strategies (fiction/non-fiction)	56	4.75
Give students time to write	55	4.75
Students practice comprehension strategies with teacher direction	56	4.68
Assess reading comprehension formally or informally	56	4.45
Students incorporate comprehension strategies in reading journals	56	4.29
Read aloud from a piece of literature above the child's reading level	55	4.29
Conduct a whole class discussion of novel(s)	56	4.20
Students revise their work to a particular standard	55	4.18
Students share writing pieces with whole class or in peer groups	54	4.11
Students add writing to working folder	55	4.09
Students respond in their reading journals to open-ended questions	54	4.07
Discuss generalizations about words and spelling	54	4.00
Students record responses to independent reading in journals	53	3.92
Model meta-cognitive strategies during read alouds	55	3.91
Students note passages with interesting/challenging vocabulary	56	3.84
Use word lists for spelling activities from a variety of sources	55	3.82
Students discuss novels in small groups	55	3.80
Use pre-reading activities to teach crucial vocabulary	56	3.80
Students examine a piece of writing for featured mode	53	3.74
Students share papers as form of publishing final draft	54	3.65
Inform parents of the independent reading activities of their child	55	3.60
Students peer edit papers	55	3.53
Students incorporate peer edits	54	3.46
Meet with students individually to discuss their writing	56	3.45
Students do word sorts, games, hunts in text	55	3.45
Teach and model the peer editing process	54	3.44
"Publish" selected student work	56	3.21
Use pre-reading games, i.e., Vocab-o-gram or word storm	55	2.98

*Means are based on a six-point scale: 6=always, 5=frequently, 4=often, 3=some, 2=rare, 1=never.

APPENDIX C

Effect Size of Student Reading Achievement Gains

Appendix C. Effect Size of Achievement Gains By Literacy Program

Student Achievement in Reading – Success For All and Comparison Schools
Longitudinal Fifth Grade Students: 1999, 2000 and 2001

		Grade 5, 1999	Grade 5, 2000	Grade 5, 2001
Success For All: 1999-2001	RIT Mean	212.6	215.1	214.9
	Standard Deviation	10.1	10.7	9.0
	RIT Gain	NA	2.5	-0.2
	Effect Size	NA	.25[a]	-.02[a]
	Sample Size	186	171	191
Comparison: 1999-2001	RIT Mean	214.6	215.8	213.6
	Standard Deviation	10.8	11.7	12.4
	RIT Gain	NA	1.2	-3.2
	Effect Size	NA	.11[a]	-.27[b]
	Sample Size	244	236	216

Student Achievement in Reading – Success For All and Comparison Schools
Longitudinal Third Grade Students: 1999, 2000 and 2001

		Grade 3, 1999	Grade 3, 2000	Grade 3, 2001
Success For All: 1999-2001	RIT Mean	203.3	207.2	205.6
	Standard Deviation	10.7	13.8	12.1
	RIT Gain	NA	3.9	-1.6
	Effect Size	NA	.36[b]	-.12[a]
	Sample Size	203	217	223
Comparison: 1999-2001	RIT Mean	203.8	205.0	205.1
	Standard Deviation	11.8	15.0	12.4
	RIT Gain	NA	1.2	-0.1
	Effect Size	NA	.10[a]	.01[a]
	Sample Size	224	262	225

Note: Interpretation of effect size: [a] .19 or less is not educationally significant, [b].20–. 39 is moderate significance, and [c].40 or greater is substantial significance.

Appendix C. (continued)

Student Achievement in Reading – Trails to Literacy and Comparison Schools
Longitudinal Fifth Grade Students: 1999, 2000 and 2001

		Grade 5, 1999	Grade 5, 2000	Grade 5, 2001
Trails to Literacy: 1999-2001	RIT Mean	217.9	219.5	221.0
	Standard Deviation	11.4	11.7	10.5
	RIT Gain	NA	1.6	1.5
	Effect Size	NA	.14 [a]	.13 [a]
	Sample Size	185	187	187
Comparison: 1999-2001	RIT Mean	217.4	217.7	220.1
	Standard Deviation	11.8	12.3	9.9
	RIT Gain	NA	0.3	2.4
	Effect Size	NA	.03 [a]	.20 [b]
	Sample Size	186	150	159

Student Achievement in Reading – Trails to Literacy and Comparison Schools
Longitudinal Third Grade Students: 1999, 2000 and 2001

		Grade 3, 1999	Grade 3, 2000	Grade 3, 2001
Trails to Literacy: 1999-2001	RIT Mean	208.0	211.4	211.6
	Standard Deviation	12.1	15.7	12.1
	RIT Gain	NA	3.4	0.2
	Effect Size	NA	.28 [b]	.01 [a]
	Sample Size	199	168	163
Comparison: 1999-2001	RIT Mean	207.9	209.0	211.8
	Standard Deviation	11.8	15.5	12.3
	RIT Gain	NA	1.1	2.8
	Effect Size	NA	.09 [a]	.18 [a]
	Sample Size	166	156	146

Note: Interpretation of effect size: [a] .19 or less is not educationally significant, [b].20–. 39 is moderate significance, and [c].40 or greater is substantial significance.

APPENDIX D

Principal Survey on Literacy Approaches/Practices

Principal Survey

We would like your help to better understand your school and its literacy activities. Please answer the following questions. Leave the question blank if you don't know.

1. What are your school's strengths related to literacy?

2. What is your most immediate need for supporting literacy instruction?

3. Related to literacy instruction, what outside resources do you currently have available (business partners, foundation funds, etc.)?

4. During the past three years, has your school received any grant funds to support literacy (Oregon Department of Education, Goals 2000, Obey Porter Federal Funds, etc)?

5. What has helped children's literacy achievement the MOST at your school?

6. Have any professional development activities focusing on literacy instruction been offered to teachers in your building this year? If yes, what were those activities?

APPENDIX E

Classroom Observation Checklists

Sample Classroom Observation Checklist: Third Grade (whole class)

Date_____. Time Obs. Began_____. Time Obs Ended _____. Total Time:_____.

Classroom Code:_____ Number of students in class during observation:

Are students broken into smaller groups anytime during reading or writing instruction? Yes No

If yes, how many groups are there and what is the size of each group?

Group 1:_____. Group 2:_____. Group 3:_____. Group 4:_____. Group 5:_____.

During small group reading instruction, complete an observation checklist for each group.

Activity	Time Start	Time Stop	Total Time
Teacher introduces a new text.			
Teacher reads aloud from piece of literature.			
Teacher has class discussion about text asking open-ended questions.			
Students read out loud			
Teacher and students read together (shared reading)			
Students read silently			
Students have independent or free writing time			
Students proofread/edit their own writing			
Teacher conferences with individual students about their writing			
Other:			

Specific activities observed (use a "+" sign for each time the activity is done during the observation).

Communication	
Discuss reading material asking open-ended questions.	
Provide opportunities for students to speak in front of classmates.	
Comprehension	
Model retelling following read aloud.	
Use a variety of questioning strategies before, during and after reading.	
Have students practice oral retellings.	
Have students make simple predictions.	
Decoding	
Have students practice blending individual sounds in phonetically regular words.	
Reinforce letter/sound correspondences during writing activities.	
Use alphabet chart to link sounds to letters.	

Model using basic word families to solve words.	
Prompt children during reading/writing, "do you see a chunk that may help you?"	
Provide instruction in high frequency words.	
Phonemic Awareness	
Model stretching words during writing activities.	
Model how to use onset-rime during writing activities.	
Have students stretch sounds in words as they write.	
Have students use onset-rime as they write.	
Have students do word games.	
Oral Fluency	
Have students perform repeated readings to practice phrasing/expression with familiar text.	
Letter Knowledge	
Identify letters during shared reading or writing activities with big books, poems, charts, journals,	
Have students do alphabet games (e.g. concentration, matching games)	
Have students read and write alphabet and letter books.	
Have students locate letters in print from books and magazines.	
Model and teach letter formation using clay, sand, paint, pencil or paper.	
Use computer games to reinforce letter learning.	
Writing	
Model the writing process.	
Discuss the writing process for a variety of writing modes (narrative, persuasive, expository).	
Read picture books to model various writing forms.	
Provide writing time for students.	
Have individual conferences with students to provide feedback on their writing.	
Spelling	
Model spelling strategies through teacher demonstrations.	
Help students form generalizations about spelling patterns through shared/guided reading and	
Develop lists of words derived from specific rimes.	
Introduce a list of high frequency words.	
Place high frequency words on word walls, or a classroom list.	
Update individual records of a student progress to correctly spelling a list of frequently written	
Comments . . .	

Interview Questions with Literacy Teacher

1. What types of classroom assessments do you use to evaluate students' progress in reading & writing?

2. About how often are formal classroom assessments used to track student progress?

3. Do you conference individually with students about their reading and writing progress and how often?

4. How are reading groups formed?

5. Have you used running records to analyze individual student reading any time this year? If yes, how often are running records done?

APPENDIX F

Literacy Instructional Practices Teacher Questionnaires

Literacy Instruction Practices
Teacher Questionnaire (Grade 1)

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade (see questions 6 and 9). **Please return your completed survey by May 9** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. Please circle the publisher-based reading materials your school or grade level adopted. (Circle one)	1. SRA/Open-Court 2. Harcourt Brace 3. Wright Group 4. Other/Waiver (please specify):_____.
7. To what extent do you use the above publisher-based reading materials in your own classroom? (Circle one)	1. I follow the publisher's reading program almost exclusively for reading instruction. 2. I use the publisher's materials a majority of the time, but also use other materials outside the program. 3. I use the publisher's materials sometimes, but use other materials a majority of time. 4. I rarely use the publisher-based reading materials my school or grade level adopted.

8. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

9. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

10. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____.

Instructional Practices Check List for 1st *Grade*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or Not Applicable

As a teacher I . . .

Communication	Never	Rare	Some	Often	Freq	Alw	DK
Discuss reading material asking open-ended questions.	1	2	3	4	5	6	9
Provide opportunities for students to speak in front of classmates.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Some	Often	Freq	Alw	DK
Model retelling following read aloud.	1	2	3	4	5	6	9
Use a variety of questioning strategies before, during and after reading.	1	2	3	4	5	6	9
Have students practice oral retellings.	1	2	3	4	5	6	9
Discussion of literature.	1	2	3	4	5	6	9
Prompt students for self-checking.	1	2	3	4	5	6	9
Connect reading introductions to personal experiences and prior knowledge.	1	2	3	4	5	6	9
Have students make simple predictions.	1	2	3	4	5	6	9

Decoding	Never	Rare	Some	Often	Freq	Alw	DK
Have students practice blending individual sounds in phonetically regular words.	1	2	3	4	5	6	9
Reinforce letter/sound correspondences during writing activities.	1	2	3	4	5	6	9
Use alphabet chart to link sounds to letters.	1	2	3	4	5	6	9
Model using basic word families to solve words.	1	2	3	4	5	6	9
Prompt children during reading/writing, "do you see a chunk that may help you?"	1	2	3	4	5	6	9
Provide instruction in high frequency words.	1	2	3	4	5	6	9

Phonemic Awareness	Never	Rare	Some	Often	Freq	Alw	DK
Model stretching words during writing activities.	1	2	3	4	5	6	9
Model how to use onset-rime during writing activities.	1	2	3	4	5	6	9
Have students stretch sounds in words as they write.	1	2	3	4	5	6	9
Have students use onset-rime as they write.	1	2	3	4	5	6	9
Have students do word games.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings to practice phrasing/expression with familiar text.	1	2	3	4	5	6	9

Letter Knowledge	Never	Rare	Some	Often	Freq	Alw	DK
Identify letters during shared reading or writing activities with big books, poems, charts, journals, etc.	1	2	3	4	5	6	9
Have students do alphabet games (e.g. concentration, matching games)	1	2	3	4	5	6	9
Have students read and write alphabet and letter books.	1	2	3	4	5	6	9
Have students locate letters in print from books and magazines.	1	2	3	4	5	6	9
Model and teach letter formation using clay, sand, paint, pencil and paper.	1	2	3	4	5	6	9
Use computer games to reinforce letter learning.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model the writing process.	1	2	3	4	5	6	9
Discuss the writing process for a variety of writing modes (narrative, persuasive, expository).	1	2	3	4	5	6	9
Read picture books to model various writing forms.	1	2	3	4	5	6	9
Provide writing time for students.	1	2	3	4	5	6	9
Teach mini-lessons on the traits of writing.	1	2	3	4	5	6	9
Have individual conferences with students to provide feedback on their writing.	1	2	3	4	5	6	9
"Publish" student work.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model spelling strategies through teacher demonstrations.	1	2	3	4	5	6	9
Help students form generalizations about spelling patterns through shared and guided reading and writing.	1	2	3	4	5	6	9
Develop lists of words derived from specific rimes.	1	2	3	4	5	6	9
Introduce a list of high frequency words.	1	2	3	4	5	6	9
Place high frequency words on word walls, or a classroom list.	1	2	3	4	5	6	9
Update individual records of a student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are very important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Literacy Instruction Practices
Teacher Questionnaire (Grade 3)

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 9** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. Please circle the publisher-based reading materials your school or grade level adopted. (Circle one)	1. SRA/Open-Court 2. Harcourt Brace 3. Wright Group 4. Other/Waiver (please specify):_____.
7. To what extent do you use the above publisher-based reading materials in your own classroom? (Circle one)	1. I follow the publisher's reading program almost exclusively for reading instruction. 2. I use the publisher's materials a majority of the time, but also use other materials outside the program. 3. I use the publisher's materials sometimes, but use other materials a majority of time. 4. I rarely use the publisher-based reading materials my school or grade level adopted.

8. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

9. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

10. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for *3rd Grade*

We want to better understand the extent to which specific literacy instructional practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).** If there are any literacy instructional practices not included below that are very important to your teaching, please include them in the "other" section at the bottom.

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

As a teacher I . . .

Communication	Never	Rare	Some	Often	Freq	Alw	DK
Have students orally summarize the text they are reading to increase understanding.	1	2	3	4	5	6	9
Have students make short oral presentations.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Some	Often	Freq	Alw	DK
Read aloud from a piece of literature that is above students' instructional reading level.	1	2	3	4	5	6	9
Have students retell, summarize and paraphrase text that is read or heard.	1	2	3	4	5	6	9
Have students make predictions about text.	1	2	3	4	5	6	9
Have students use information from illustrations, diagrams, glossaries, indexes or graphs to assist in comprehension of text.	1	2	3	4	5	6	9
Have students identify cause and effect relationships in texts.	1	2	3	4	5	6	9
Have students relate text to personal experiences.	1	2	3	4	5	6	9
Have students use information from a source to answer a question or discuss a topic.	1	2	3	4	5	6	9
Have students read and compare two or more texts about a topic.	1	2	3	4	5	6	9
Have students extend ideas presented in text with their own opinions, conclusions and judgments.	1	2	3	4	5	6	9

Literature	Never	Rare	Some	Often	Freq	Alw	DK
Discuss similarities and differences between two genres.	1	2	3	4	5	6	9
Discuss literary devices, such as rhyme, figurative language or dialogue.	1	2	3	4	5	6	9
Have students identify elements of literature, such as character, plot and setting.	1	2	3	4	5	6	9
Have students examine the point of view of the writer and how it impacts the literature.	1	2	3	4	5	6	9
Have students identify between fact and opinion in texts.	1	2	3	4	5	6	9
Have students examine the reasons for a character's actions and basic motivation.	1	2	3	4	5	6	9
Have students compare similar stories from 2 or more geo-cultural groups.							
Provide opportunities for students to identify recurring themes across lite- -ks.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings to practice phrasing and expression with familiar text.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model prewriting activities appropriate to the task (e.g. mapping, webbing, brainstorming).	1	2	3	4	5	6	9
Model how to research and write on a topic using one resource.	1	2	3	4	5	6	9
Have students use learning logs or journals to record information or organize ideas.	1	2	3	4	5	6	9
Demonstrate organizing ideas into beginning, middle and endings.	1	2	3	4	5	6	9
Have students write narrative pieces based on personal experience.	1	2	3	4	5	6	9
Have students write in the persuasive mode to present an opinion.	1	2	3	4	5	6	9
Conference with individual students about their writing.	1	2	3	4	5	6	9
Have students receive input from their peers about their writing.	1	2	3	4	5	6	9
Have students revise writing based on input from peers or adults.	1	2	3	4	5	6	9
Have students edit writing to correct punctuation, grammar and spelling of frequently used words.	1	2	3	4	5	6	9
Have students use a word processing program to create a draft and do some revisions.	1	2	3	4	5	6	9
Have students use varied sentence structure and word choice to improve the text they are writing.	1	2	3	4	5	6	9
Have students use resources when they edit their writing (i.e. dictionaries, word banks).	1	2	3	4	5	6	9
Have students evaluate their own writing based on the State Scoring Guide.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model how to use knowledge of phonics or word patterns to improve spelling when writing.	1	2	3	4	5	6	9
Use word lists for spelling activities from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Update the individual records of student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Literacy Instruction Practices
Teacher Questionnaire (Grade 5)

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 9** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. Please circle the publisher-based reading materials your school or grade level adopted. (Circle one)	1. SRA/Open-Court 2. Harcourt Brace 3. Wright Group 4. Other/Waiver (please specify):_____.
7. To what extent do you use the above publisher-based reading materials in your own classroom? (Circle one)	1. I follow the publisher's reading program almost exclusively for reading instruction. 2. I use the publisher's materials a majority of the time, but also use other materials outside the program. 3. I use the publisher's materials sometimes, but use other materials a majority of time. 4. I rarely use the publisher-based reading materials my school or grade level adopted.

8. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

9. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

10. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for *5th Grade*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or Not Applicable

As a teacher I . . .

Communication	Never	Rare	Often	Some	Freq	Alw	DK
Have students orally paraphrase or summarize the text they are reading to increase understanding.	1	2	3	4	5	6	9
Have students make short oral presentations.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Often	Some	Freq	Alw	DK
Read aloud from a piece of literature that is above students' instructional reading level.	1	2	3	4	5	6	9
Have students restate, paraphrase and summarize what is read or heard.	1	2	3	4	5	6	9
Have students analyze information in the text to make predictions and inferences.	1	2	3	4	5	6	9
Have students use information from illustrations, glossaries, indexes, graphs or diagrams to assist in comprehension of text.	1	2	3	4	5	6	9
Have students identify relationships, images, patterns or symbols, and draw conclusions about their meaning in the text.	1	2	3	4	5	6	9
Have students relate text they are reading to personal experiences, to other texts or to the world.	1	2	3	4	5	6	9
Have students use information from two or more resources to answer a question or express knowledge on a topic.	1	2	3	4	5	6	9
Have students analyze how the author's writing style and craft (i.e. word choice and literary devices, such as rhyme, figurative language or dialogue) contribute to the text.	1	2	3	4	5	6	9
Have students read and compare three or more texts on an issue, topic or genre.	1	2	3	4	5	6	9
Have students extend ideas presented in text with their own ideas, opinions, conclusions or judgments.	1	2	3	4	5	6	9

Literature	Never	Rare	Some	Often	Freq	Alw	DK
Discuss similarities and differences between three or more genres.	1	2	3	4	5	6	9
Have students make inferences and draw conclusions about how the development of character and setting contributes to the overall impact of the selection.	1	2	3	4	5	6	9
Have students examine the point of view of the writer and how it impacts the literature.	1	2	3	4	5	6	9
Have students identify between an imaginative or realistic plot in texts.	1	2	3	4	5	6	9
Have students compare and contrast similar stories from several geo-cultural groups.	1	2	3	4	5	6	9
Have students identify and analyze similar themes in various literary works.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings aloud to practice phrasing and expression with familiar text.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model prewriting activities appropriate to the task (e.g. mapping, webbing, brainstorming).	1	2	3	4	5	6	9
Have students research and write on a topic using two or more resources.	1	2	3	4	5	6	9
Have students use learning logs or journals to record and organize information.	1	2	3	4	5	6	9
Model how to organize text (introduction, body, conclusion) with the use of clear sequencing and transitional words.	1	2	3	4	5	6	9
Model how to engage a reader through specific methods, such as establishing a context and creating a persona.	1	2	3	4	5	6	9
Have students write narrative pieces, with character, plot setting and dialogue.	1	2	3	4	5	6	9
Have students write in the persuasive mode to present a point of view or evaluation that is supported with references to text authors, media or personal knowledge.	1	2	3	4	5	6	9
Conference with individual students about their writing.	1	2	3	4	5	6	9
Have students receive input from their peers about their writing.	1	2	3	4	5	6	9
Have students revise writing based on input from peers or adults.	1	2	3	4	5	6	9
Have students edit writing to correct punctuation, grammar, spelling, capitalization and paragraphing.	1	2	3	4	5	6	9
Have students use a word processing program to revise work to create a draft or final piece.	1	2	3	4	5	6	9
Have students use varied sentence structure and word choice to improve the text they are writing.	1	2	3	4	5	6	9
Have students use resources when they edit their writing (i.e. dictionaries, word banks).	1	2	3	4	5	6	9
Have students evaluate their own writing based on the State Scoring Guide.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model how to use knowledge of phonics or word patterns to improve spelling when writing.	1	2	3	4	5	6	9
Use word lists for spelling activities from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Update the individual records of student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Literacy Instruction Practices
Teacher Questionnaire (Middle School)

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 10** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or secondary school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*? (Total for all classes)	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is…. (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Books for silent reading 3. ESL materials 4. Spelling materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for *Middle School*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

As a teacher, I . . .

Reading Comprehension	**Never**	**Rare**	**Some**	**Often**	**Freq**	**Alw**	**DK**
Provide direct instruction in comprehension strategies for fiction or non-fiction.	1	2	3	4	5	6	9
Have students practice comprehensions strategies with teacher direction, in groups or independently.	1	2	3	4	5	6	9
Have students incorporate comprehension strategies, including questions and graphic organizers, in reading journals.	1	2	3	4	5	6	9
Assess reading comprehension formally or informally.	1	2	3	4	5	6	9
Provide partner or silent reading time for students to read assigned novel.	1	2	3	4	5	6	9
Have students discuss novels in small groups.	1	2	3	4	5	6	9
Conduct a whole class discussion of novel(s).	1	2	3	4	5	6	9
Have students respond in their reading journals to open-ended questions about the novel that require them to give their opinions about the text or author.	1	2	3	4	5	6	9
Read aloud from a piece of literature that is written above the students' independent reading levels.	1	2	3	4	5	6	9

Vocabulary	**Never**	**Rare**	**Some**	**Often**	**Freq**	**Alw**	**DK**
Use pre-reading activities to teach crucial vocabulary.	1	2	3	4	5	6	9
Use pre-reading activities or games, such as Vocab-O-Gram or Word Storm, using vocabulary from the text.	1	2	3	4	5	6	9
Have students note passages with interesting or challenging vocabulary.	1	2	3	4	5	6	9
Model metacognitive strategies during read alouds to increase vocabulary acquisition.	1	2	3	4	5	6	9

Sustained Silent Reading/Independent Reading	Never	Rare	Some	Often	Freq	Alw	DK
Provide time for sustained silent reading by students.	1	2	3	4	5	6	9
Have students record responses to independent reading in reading journals.	1	2	3	4	5	6	9
Inform parents of the independent reading activities of their child.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Have students examine a piece of writing for featured mode and possible skill lesson (i.e. a personal narrative may be examined for narrative mode and dialogue construction).	1	2	3	4	5	6	9
Give students time to write.	1	2	3	4	5	6	9
Have students share writing pieces with whole class or in peer groups.	1	2	3	4	5	6	9
Have students add writing to or work on existing pieces in a working folder.	1	2	3	4	5	6	9
Meet with students individually to discuss their writing.	1	2	3	4	5	6	9
Have students peer edit papers, focusing on the positive.	1	2	3	4	5	6	9
Have students incorporate peer edits/suggestions into their writing.	1	2	3	4	5	6	9
Teach and model the peer editing process.	1	2	3	4	5	6	9
Have students revise their work to a particular standard.	1	2	3	4	5	6	9
Have students share papers as a form of publishing the final draft.	1	2	3	4	5	6	9
"Publish" selected student work through a class book, display of writing in a main hallway or creation of a personal student book.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Use word lists for spelling activities appropriate to student level from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Discuss generalizations about words and spelling.	1	2	3	4	5	6	9
Assessed the whole class using the Qualitative Spelling Inventory from the CORE Assessment Book this year (circle one).			Yes		No		9
If yes, how many times this year? (How many times since September)?			_____ Times.				9

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Literacy Instruction Practices
Teacher Questionnaire (Grade 3 Reading Level)
Success for All Version

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 9** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is…. (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for *3rd Grade*

We want to better understand the extent to which specific literacy instructional practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).** If there are any literacy instructional practices not included below that are very important to your teaching, please include them in the "other" section at the bottom.

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

As a teacher I . . .

Communication	Never	Rare	Some	Often	Freq	Alw	DK
Have students orally summarize the text they are reading to increase understanding.	1	2	3	4	5	6	9
Have students make short oral presentations.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Some	Often	Freq	Alw	DK
Read aloud from a piece of literature that is above students' instructional reading level.	1	2	3	4	5	6	9
Have students retell, summarize and paraphrase text that is read or heard.	1	2	3	4	5	6	9
Have students make predictions about text.	1	2	3	4	5	6	9
Have students use information from illustrations, diagrams, glossaries, indexes or graphs to assist in comprehension of text.	1	2	3	4	5	6	9
Have students identify cause and effect relationships in texts.	1	2	3	4	5	6	9
Have students relate text to personal experiences.	1	2	3	4	5	6	9
Have students use information from a source to answer a question or discuss a topic.	1	2	3	4	5	6	9
Have students read and compare two or more texts about a topic.	1	2	3	4	5	6	9
Have students extend ideas presented in text with their own opinions, conclusions and judgments.	1	2	3	4	5	6	9

Literature	Never	Rare	Some	Often	Freq	Alw	DK
Discuss similarities and differences between two genres.	1	2	3	4	5	6	9
Discuss literary devices, such as rhyme, figurative language or dialogue.	1	2	3	4	5	6	9
Have students identify elements of literature, such as character, plot and setting.	1	2	3	4	5	6	9
Have students examine the point of view of the writer and how it impacts the literature.	1	2	3	4	5	6	9
Have students identify between fact and opinion in texts.	1	2	3	4	5	6	9
Have students examine the reasons for a character's actions and basic motivation.	1	2	3	4	5	6	9
Have students compare similar stories from 2 or more geo-cultural groups.							
Provide opportunities for students to identify recurring themes across literary works.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings to practice phrasing and expression with familiar text.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model prewriting activities appropriate to the task (e.g. mapping, webbing, brainstorming).	1	2	3	4	5	6	9
Model how to research and write on a topic using one resource.	1	2	3	4	5	6	9
Have students use learning logs or journals to record information or organize ideas.	1	2	3	4	5	6	9
Demonstrate organizing ideas into beginning, middle and endings.	1	2	3	4	5	6	9
Have students write narrative pieces based on personal experience.	1	2	3	4	5	6	9
Have students write in the persuasive mode to present an opinion.	1	2	3	4	5	6	9
Conference with individual students about their writing.	1	2	3	4	5	6	9
Have students receive input from their peers about their writing.	1	2	3	4	5	6	9
Have students revise writing based on input from peers or adults.	1	2	3	4	5	6	9
Have students edit writing to correct punctuation, grammar and spelling of frequently used words.	1	2	3	4	5	6	9
Have students use a word processing program to create a draft and do some revisions.	1	2	3	4	5	6	9
Have students use varied sentence structure and word choice to improve the text they are writing.	1	2	3	4	5	6	9
Have students use resources when they edit their writing (i.e. dictionaries, word banks).	1	2	3	4	5	6	9
Have students evaluate their own writing based on the State Scoring Guide.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model how to use knowledge of phonics or word patterns to improve spelling when writing.	1	2	3	4	5	6	9
Use word lists for spelling activities from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Update the individual records of student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Success for All Questions (Reading Roots)

The following questions ask about your experiences and satisfaction with the **Success for All** reading program.
Please indicate how you feel about the following statements. 1= strongly agree; 2 = agree; 3 = neither agree nor disagree; 4=disagree; 5= strongly disagree; and 9 = don't know or n/a.

Satisfaction with Success for All	SA	A	N	D	SD	DK
I am satisfied with the level of training and support I have received this year to effectively implement the Success for All Reading Program in my classroom.	1	2	3	4	5	9
I feel that my input regarding Success for All is valued.	1	2	3	4	5	9
I believe teachers have adequate opportunities to observe each other and model parts of the curriculum.	1	2	3	4	5	9
Reading instruction materials are readily available to teachers.	1	2	3	4	5	9
I feel that I understand how Success for All relates to the reading goals of the district.	1	2	3	4	5	9
Overall, I am happy with Success for All.	1	2	3	4	5	9

How much impact do you believe the Success for All program has had on each of the following aspects of student reading?

1= a great deal; 2= some; 3= very little; 4= not at all; 9= not applicable or don't know.

Concepts about print	1	2	3	4	9
Decoding and word recognition	1	2	3	4	9
Grammar structure and syntax	1	2	3	4	9
Ongoing assessment of reading	1	2	3	4	9
Oral language development	1	2	3	4	9
Phonemic awareness	1	2	3	4	9
Reading comprehension	1	2	3	4	9
Reading fluency	1	2	3	4	9
Text analysis	1	2	3	4	9
Thinking skills	1	2	3	4	9
Vocabulary development and concepts	1	2	3	4	9
Writing	1	2	3	4	9
Overall reading development	1	2	3	4	9

What do you believe is the main focus of reading instruction within the Success for All program? (Circle no more than two)

A Thinking Skills
B Concepts About Print
C Phonemic Awareness
D Grammar Structure and Syntax
E Reading Fluency
F Reading Comprehension
G Reading Genres
H Vocabulary and Concepts
I Writing
J Text Analysis
K Ongoing Assessment of Reading
L Oral Language Development
M Other: _____.

Approximately, how many hours of training did you receive for this program, prior to using it in the classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received for Success For All since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has the principal visited your classroom during the 90-minute reading block since September?	# times: _____.

Turn this page over to complete Success for All questions.

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Program Components

The following questions regard specific activities during your 90-minute reading block.
Please answer the questions below by circling one answer for each question, using the following scale:

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

During the 90-minute reading block, I . . .

Reading Roots	Never	Rare	Some	Often	Freq	Alw	DK
Adapt pacing and content of lessons for older Roots students.	1	2	3	4	5	6	9
Have students return home reading forms.	1	2	3	4	5	6	9
Use Shared Story lessons to introduce beginning reading skills and provide practice.	1	2	3	4	5	6	9
Have students practice sound-blending strategies during story activities.	1	2	3	4	5	6	9
Model Thinking about Reading strategies.	1	2	3	4	5	6	9
Monitor and coach students during Partner Reading and Shared Treasure.	1	2	3	4	5	6	9
Use STaR, Extended STaR, or Listening Comprehension for 20 minutes.	1	2	3	4	5	6	9
Use Language Links or Peabody for 20 minutes.	1	2	3	4	5	6	9
Use Think Alouds to model higher-order-thinking.	1	2	3	4	5	6	9
Post writing throughout the school.	1	2	3	4	5	6	9
Arranged students in teams that are balanced in terms of past performance in reading for Cooperative Learning.	1	2	3	4	5	6	9
Award team points to teams that effectively utilized Cooperative Learning Standards.	1	2	3	4	5	6	9

Please return this sheet with your Literacy Practices Questionnaire by folding it inside the questionnaire. Thank you.

Literacy Instruction Practices
Teacher Questionnaire (Grade 1 Reading Level)
Success for All Version

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 9** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is…. (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for 1st *Grade*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or Not Applicable

As a teacher I . . .

Communication	Never	Rare	Some	Often	Freq	Alw	DK
Discuss reading material asking open-ended questions.	1	2	3	4	5	6	9
Provide opportunities for students to speak in front of classmates.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Some	Often	Freq	Alw	DK
Model retelling following read aloud.	1	2	3	4	5	6	9
Use a variety of questioning strategies before, during and after reading.	1	2	3	4	5	6	9
Have students practice oral retellings.	1	2	3	4	5	6	9
Discussion of literature.	1	2	3	4	5	6	9
Prompt students for self-checking.	1	2	3	4	5	6	9
Connect reading introductions to personal experiences and prior knowledge.	1	2	3	4	5	6	9
Have students make simple predictions.	1	2	3	4	5	6	9

Decoding	Never	Rare	Some	Often	Freq	Alw	DK
Have students practice blending individual sounds in phonetically regular words.	1	2	3	4	5	6	9
Reinforce letter/sound correspondences during writing activities.	1	2	3	4	5	6	9
Use alphabet chart to link sounds to letters.	1	2	3	4	5	6	9
Model using basic word families to solve words.	1	2	3	4	5	6	9
Prompt children during reading/writing, "do you see a chunk that may help you?"	1	2	3	4	5	6	9
Provide instruction in high frequency words.	1	2	3	4	5	6	9

Phonemic Awareness	Never	Rare	Some	Often	Freq	Alw	DK
Model stretching words during writing activities.	1	2	3	4	5	6	9
Model how to use onset-rime during writing activities.	1	2	3	4	5	6	9
Have students stretch sounds in words as they write.	1	2	3	4	5	6	9
Have students use onset-rime as they write.	1	2	3	4	5	6	9
Have students do word games.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings to practice phrasing/expression with familiar text.	1	2	3	4	5	6	9

Letter Knowledge	Never	Rare	Some	Often	Freq	Alw	DK
Identify letters during shared reading or writing activities with big books, poems, charts, journals, etc.	1	2	3	4	5	6	9
Have students do alphabet games (e.g. concentration, matching games)	1	2	3	4	5	6	9
Have students read and write alphabet and letter books.	1	2	3	4	5	6	9
Have students locate letters in print from books and magazines.	1	2	3	4	5	6	9
Model and teach letter formation using clay, sand, paint, pencil and paper.	1	2	3	4	5	6	9
Use computer games to reinforce letter learning.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model the writing process.	1	2	3	4	5	6	9
Discuss the writing process for a variety of writing modes (narrative, persuasive, expository).	1	2	3	4	5	6	9
Read picture books to model various writing forms.	1	2	3	4	5	6	9
Provide writing time for students.	1	2	3	4	5	6	9
Teach mini-lessons on the traits of writing.	1	2	3	4	5	6	9
Have individual conferences with students to provide feedback on their writing.	1	2	3	4	5	6	9
"Publish" student work.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model spelling strategies through teacher demonstrations.	1	2	3	4	5	6	9
Help students form generalizations about spelling patterns through shared and guided reading and writing.	1	2	3	4	5	6	9
Develop lists of words derived from specific rimes.	1	2	3	4	5	6	9
Introduce a list of high frequency words.	1	2	3	4	5	6	9
Place high frequency words on word walls, or a classroom list.	1	2	3	4	5	6	9
Update individual records of a student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are very important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Success for All Questions (Early Learning or Kinder Roots)

The following questions ask about your experiences and satisfaction with the **Success for All** reading program.
Please indicate how you feel about the following statements. 1= strongly agree; 2 = agree; 3 = neither agree nor disagree; 4=disagree; 5= strongly disagree; and 9 = don't know or n/a.

Satisfaction with Success for All	SA	A	N	D	SD	DK
I am satisfied with the level of training and support I have received this year to effectively implement the Success for All Reading Program in my classroom.	1	2	3	4	5	9
I feel that my input regarding Success for All is valued.	1	2	3	4	5	9
I believe that I have had adequate opportunities this year to observe other teachers using Success for All.	1	2	3	4	5	9
Reading instruction materials are readily available to teachers.	1	2	3	4	5	9
I feel that I understand how Success for All relates to the reading goals of the district.	1	2	3	4	5	9
Overall, I am happy with Success for All.	1	2	3	4	5	9

How much impact do you believe the Success for All program has had on each of the following aspects of student reading?
1= a great deal; 2= some; 3= very little; 4= not at all; 9= not applicable or don't know.

Concepts about print	1	2	3	4	9
Decoding and word recognition	1	2	3	4	9
Grammar structure and syntax	1	2	3	4	9
Ongoing assessment of reading	1	2	3	4	9
Oral language development	1	2	3	4	9
Phonemic awareness	1	2	3	4	9
Reading comprehension	1	2	3	4	9
Reading fluency	1	2	3	4	9
Text analysis	1	2	3	4	9
Thinking skills	1	2	3	4	9
Vocabulary development and concepts	1	2	3	4	9
Writing	1	2	3	4	9
Overall reading development	1	2	3	4	9

What do you believe is the main focus of reading instruction within the Success for All program? (Circle no more than two)

A Thinking Skills
B Concepts About Print
C Phonemic Awareness
D Grammar Structure and Syntax
E Reading Fluency
F Reading Comprehension
G Reading Genres
H Vocabulary and Concepts
I Writing
J Text Analysis
K Ongoing Assessment of Reading
L Oral Language Development
M Other: _____.

Approximately, how many hours of training did you receive for this program, prior to using it in the classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received for Success For All since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has the principal visited your classroom during the 90-minute reading block since September?	# times: _____.

Turn this page over to complete Success for All questions.

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Program Components
The following questions regard specific activities during your 90-minute reading block.
Please answer the questions below by circling one answer for each question, using the following scale:

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

During the 90-minute reading block, I . . .

Early Learning or Kinder Roots	**Never**	**Rare**	**Some**	**Often**	**Freq**	**Alw**	**DK**
Integrate writing activities through the program components.	1	2	3	4	5	6	9
Interact with students individually to discuss and promote their writing.	1	2	3	4	5	6	9
Implement phonemic awareness activities.	1	2	3	4	5	6	9
Use Letter Investigation.	1	2	3	4	5	6	9
Discuss concepts of print and book conventions through enlarged text and Eager to Read stories.	1	2	3	4	5	6	9
Use activities in Shared Story lessons to introduce beginning reading skills	1	2	3	4	5	6	9
Use rapid review and rehearsal activities, and letter games to build sound and letter recognition.	1	2	3	4	5	6	9
Have students practice sound-blending strategies during story activities.	1	2	3	4	5	6	9
Monitor and coach students during Partner Reading and Shared Treasure practice.	1	2	3	4	5	6	9

Please return this sheet with your Literacy Practices Questionnaire by folding it inside the questionnaire. Thank you.

Literacy Instruction Practices
Teacher Questionnaire (Grade 5 Reading Level)
Success for All Version

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 9** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for *5th Grade*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or Not Applicable

As a teacher I . . .

Communication	Never	Rare	Often	Some	Freq	Alw	DK
Have students orally paraphrase or summarize the text they are reading to increase understanding.	1	2	3	4	5	6	9
Have students make short oral presentations.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Often	Some	Freq	Alw	DK
Read aloud from a piece of literature that is above students' instructional reading level.	1	2	3	4	5	6	9
Have students restate, paraphrase and summarize what is read or heard.	1	2	3	4	5	6	9
Have students analyze information in the text to make predictions and inferences.	1	2	3	4	5	6	9
Have students use information from illustrations, glossaries, indexes, graphs or diagrams to assist in comprehension of text.	1	2	3	4	5	6	9
Have students identify relationships, images, patterns or symbols, and draw conclusions about their meaning in the text.	1	2	3	4	5	6	9
Have students relate text they are reading to personal experiences, to other texts or to the world.	1	2	3	4	5	6	9
Have students use information from two or more resources to answer a question or express knowledge on a topic.	1	2	3	4	5	6	9
Have students analyze how the author's writing style and craft (i.e. word choice and literary devices, such as rhyme, figurative language or dialogue) contribute to the text.	1	2	3	4	5	6	9
Have students read and compare three or more texts on an issue, topic or genre.	1	2	3	4	5	6	9
Have students extend ideas presented in text with their own ideas, opinions, conclusions or judgments.	1	2	3	4	5	6	9

Literature	Never	Rare	Some	Often	Freq	Alw	DK
Discuss similarities and differences between three or more genres.	1	2	3	4	5	6	9
Have students make inferences and draw conclusions about how the development of character and setting contributes to the overall impact of the selection.	1	2	3	4	5	6	9
Have students examine the point of view of the writer and how it impacts the literature.	1	2	3	4	5	6	9
Have students identify between an imaginative or realistic plot in texts.	1	2	3	4	5	6	9
Have students compare and contrast similar stories from several geo-cultural groups.	1	2	3	4	5	6	9
Have students identify and analyze similar themes in various literary work	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings aloud to practice phrasing and expression with familiar text.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model prewriting activities appropriate to the task (e.g. mapping, webbing, brainstorming).	1	2	3	4	5	6	9
Have students research and write on a topic using two or more resources.	1	2	3	4	5	6	9
Have students use learning logs or journals to record and organize information.	1	2	3	4	5	6	9
Model how to organize text (introduction, body, conclusion) with the use of clear sequencing and transitional words.	1	2	3	4	5	6	9
Model how to engage a reader through specific methods, such as establishing a context and creating a persona.	1	2	3	4	5	6	9
Have students write narrative pieces, with character, plot setting and dialogue.	1	2	3	4	5	6	9
Have students write in the persuasive mode to present a point of view or evaluation that is supported with references to text authors, media or personal knowledge.	1	2	3	4	5	6	9
Conference with individual students about their writing.	1	2	3	4	5	6	9
Have students receive input from their peers about their writing.	1	2	3	4	5	6	9
Have students revise writing based on input from peers or adults.	1	2	3	4	5	6	9
Have students edit writing to correct punctuation, grammar, spelling, capitalization and paragraphing.	1	2	3	4	5	6	9
Have students use a word processing program to revise work to create a draft or final piece.	1	2	3	4	5	6	9
Have students use varied sentence structure and word choice to improve the text they are writing.	1	2	3	4	5	6	9
Have students use resources when they edit their writing (i.e. dictionaries, word banks).	1	2	3	4	5	6	9
Have students evaluate their own writing based on the State Scoring Guide.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model how to use knowledge of phonics or word patterns to improve spelling when writing.	1	2	3	4	5	6	9
Use word lists for spelling activities from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Update the individual records of student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Success for All Questions (Reading Wings)

The following questions ask about your experiences and satisfaction with the **Success for All** reading program.

Please indicate how you feel about the following statements. 1= strongly agree; 2 = agree; 3 = neither agree nor disagree; 4=disagree; 5= strongly disagree; and 9 = don't know or n/a.

Satisfaction with Success for All	SA	A	N	D	SD	DK
I am satisfied with the level of training and support I have received this year to effectively implement the Success for All Reading Program in my classroom.	1	2	3	4	5	9
I feel that my input regarding Success for All is valued.	1	2	3	4	5	9
I believe teachers have adequate opportunities to observe each other and model parts of the curriculum.	1	2	3	4	5	9
Reading instruction materials are readily available to teachers.	1	2	3	4	5	9
I feel that I understand how Success for All relates to the reading goals of the district.	1	2	3	4	5	9
Overall, I am happy with Success for All.	1	2	3	4	5	9

How much impact do you believe the Success for All program has had on each of the following aspects of student reading?

1= a great deal; 2= some; 3= very little; 4= not at all; 9= not applicable or don't know.

Concepts about print	1	2	3	4	9
Decoding and word recognition	1	2	3	4	9
Grammar structure and syntax	1	2	3	4	9
Ongoing assessment of reading	1	2	3	4	9
Oral language development	1	2	3	4	9
Phonemic awareness	1	2	3	4	9
Reading comprehension	1	2	3	4	9
Reading fluency	1	2	3	4	9
Text analysis	1	2	3	4	9
Thinking skills	1	2	3	4	9
Vocabulary development and concepts	1	2	3	4	9
Writing	1	2	3	4	9
Overall reading development	1	2	3	4	9

What do you believe is the main focus of reading instruction within the Success for All program? (Circle no more than two)

A	Thinking Skills	H	Vocabulary and Concepts
B	Concepts About Print	I	Writing
C	Phonemic Awareness	J	Text Analysis
D	Grammar Structure and Syntax	K	Ongoing Assessment of Reading
E	Reading Fluency	L	Oral Language Development
F	Reading Comprehension	M	Other: _____.
G	Reading Genres		

Approximately, how many hours of training did you receive for this program, prior to using it in the classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received for Success For All since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has the principal visited your classroom during the 90-minute reading block since September?	# times: _____.

Turn this page over to complete Success for All questions.

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Program Components

The following questions regard specific activities during your 90-minute reading block.
Please answer the questions below by circling one answer for each question, using the following scale:

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

During the 90-minute reading block, I . . .

Reading Wings	Never	Rare	Some	Often	Freq	Alw	DK
Provide an opportunity for sustained silent reading.	1	2	3	4	5	6	9
Arrange classroom in teams that are balanced by past performance.	1	2	3	4	5	6	9
Use team score sheets.	1	2	3	4	5	6	9
Recognize the accomplishments of teams.	1	2	3	4	5	6	9
Check how many students read for a minimum of 20 minutes after school on the previous day.	1	2	3	4	5	6	9
Have students return completed Read and Respond forms.	1	2	3	4	5	6	9
Have students share books during Book Club.	1	2	3	4	5	6	9
Make adaptations in the reading group for students with specific difficulties in writing and/or oral language.	1	2	3	4	5	6	9
Have students read aloud to the reading group.	1	2	3	4	5	6	9
Model reading comprehension strategies in the Listening Comprehension and story presentation.	1	2	3	4	5	6	9
Have students use new vocabulary to orally compose meaningful sentences.	1	2	3	4	5	6	9
Make connections with other texts during the story discussion.	1	2	3	4	5	6	9
Set aside time for writing instruction outside of the 90-minute reading block.	1	2	3	4	5	6	9
Conduct the two-minute edit.	1	2	3	4	5	6	9
Post writing throughout the school.	1	2	3	4	5	6	9

Please return this sheet with your Literacy Practices Questionnaire by folding it inside the questionnaire. Thank you.

Literacy Instruction Practices
Teacher Questionnaire (Grade 1)
Trails to Literacy Version

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 10** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners• *during reading instruction*? (Circle one)	Yes No

•The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Instructional Practices Check List for 1st *Grade*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or Not Applicable

As a teacher I . . .

Communication	Never	Rare	Some	Often	Freq	Alw	DK
Discuss reading material asking open-ended questions.	1	2	3	4	5	6	9
Provide opportunities for students to speak in front of classmates.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Some	Often	Freq	Alw	DK
Model retelling following read aloud.	1	2	3	4	5	6	9
Use a variety of questioning strategies before, during and after reading.	1	2	3	4	5	6	9
Have students practice oral retellings.	1	2	3	4	5	6	9
Discussion of literature.	1	2	3	4	5	6	9
Prompt students for self-checking.	1	2	3	4	5	6	9
Connect reading introductions to personal experiences and prior knowledge.	1	2	3	4	5	6	9
Have students make simple predictions.	1	2	3	4	5	6	9

Decoding	Never	Rare	Some	Often	Freq	Alw	DK
Have students practice blending individual sounds in phonetically regular words.	1	2	3	4	5	6	9
Reinforce letter/sound correspondences during writing activities.	1	2	3	4	5	6	9
Use alphabet chart to link sounds to letters.	1	2	3	4	5	6	9
Model using basic word families to solve words.	1	2	3	4	5	6	9
Prompt children during reading/writing, "do you see a chunk that may help you?"	1	2	3	4	5	6	9
Provide instruction in high frequency words.	1	2	3	4	5	6	9

Phonemic Awareness	Never	Rare	Some	Often	Freq	Alw	DK
Model stretching words during writing activities.	1	2	3	4	5	6	9
Model how to use onset-rime during writing activities.	1	2	3	4	5	6	9
Have students stretch sounds in words as they write.	1	2	3	4	5	6	9
Have students use onset-rime as they write.	1	2	3	4	5	6	9
Have students do word games.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings to practice phrasing/expression with familiar text.	1	2	3	4	5	6	9

Letter Knowledge	Never	Rare	Some	Often	Freq	Alw	DK
Identify letters during shared reading or writing activities with big books, poems, charts, journals, etc.	1	2	3	4	5	6	9
Have students do alphabet games (e.g. concentration, matching games)	1	2	3	4	5	6	9
Have students read and write alphabet and letter books.	1	2	3	4	5	6	9
Have students locate letters in print from books and magazines.	1	2	3	4	5	6	9
Model and teach letter formation using clay, sand, paint, pencil and paper.	1	2	3	4	5	6	9
Use computer games to reinforce letter learning.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model the writing process.	1	2	3	4	5	6	9
Discuss the writing process for a variety of writing modes (narrative, persuasive, expository).	1	2	3	4	5	6	9
Read picture books to model various writing forms.	1	2	3	4	5	6	9
Provide writing time for students.	1	2	3	4	5	6	9
Teach mini-lessons on the traits of writing.	1	2	3	4	5	6	9
Have individual conferences with students to provide feedback on their writing.	1	2	3	4	5	6	9
"Publish" student work.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model spelling strategies through teacher demonstrations.	1	2	3	4	5	6	9
Help students form generalizations about spelling patterns through shared and guided reading and writing.	1	2	3	4	5	6	9
Develop lists of words derived from specific rimes.	1	2	3	4	5	6	9
Introduce a list of high frequency words.	1	2	3	4	5	6	9
Place high frequency words on word walls, or a classroom list.	1	2	3	4	5	6	9
Update individual records of a student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are very important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Trails to Literacy Questions

The following questions ask about your experiences and satisfaction with the **Trails to Literacy** professional development model. Please indicate how you feel about the following statements. 1= strongly agree; 2 = agree; 3 = neither agree nor disagree; 4=disagree; 5= strongly disagree; and 9 = don't know or not applicable.

Satisfaction with Trails to Literacy	**SA**	**A**	**N**	**D**	**SD**	**DK**
I am satisfied with the level of training and support I have received this year to use the concepts presented in Trails to Literacy training sessions in my classroom.	1	2	3	4	5	9
I have been able to consistently use the strategies presented in Trails to Literacy in my classroom this year.	1	2	3	4	5	9
I feel that my input regarding Trails to Literacy professional development is valued.	1	2	3	4	5	9
I have had adequate opportunities this year to observe other teachers in my building using strategies learned through Trails to Literacy.	1	2	3	4	5	9
I feel confident in my ability to identify students' individual instructional needs.	1	2	3	4	5	9
I understand how Trails to Literacy professional development relates to the reading goals of the district.	1	2	3	4	5	9
Overall, I am happy with Trails to Literacy.	1	2	3	4	5	9
The following questions are only for teachers who taught at this school prior to the adoption of Trails to Literacy. If you did not teach at this school before Trails to Literacy, skip to the next table.						
Trails to Literacy has helped build consistency in reading instruction within the building.	1	2	3	4	5	9
I discuss my own reading instruction with colleagues more now than prior to Trails to Literacy.	1	2	3	4	5	9
I feel more confident assessing student learning now than I did before my Trails to Literacy training.	1	2	3	4	5	9

How much impact do you believe Trails to Literacy professional development has had on each of the following aspects of student reading?
1= a great deal; 2= some; 3= very little; 4= not at all; 9= not applicable or don't know.

Concepts about print	1	2	3	4	9
Decoding and word recognition	1	2	3	4	9
Grammar structure and syntax	1	2	3	4	9
Ongoing assessment of reading	1	2	3	4	9
Oral language development	1	2	3	4	9
Phonemic awareness	1	2	3	4	9
Reading comprehension	1	2	3	4	9
Reading fluency	1	2	3	4	9
Text analysis	1	2	3	4	9
Thinking skills	1	2	3	4	9
Vocabulary development and concepts	1	2	3	4	9
Writing	1	2	3	4	9
Overall reading development	1	2	3	4	9

What do you believe is the main focus of reading instruction professional development within Trails to Literacy?
I think it is the development of . . . (Circle no more than two)

A	Thinking Skills	G	Vocabulary and Concepts
B	Concepts About Print	H	Writing Skills
C	Phonemic Awareness	I	Text Analysis
D	Grammar Structure and Syntax	J	Ongoing Assessment of Reading
E	Reading Fluency	K	Oral Language Development
F	Reading Comprehension	L	Other: _____.

Approximately, how many hours of training did you receive from Trails to Literacy, prior to using its approach in your classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received from Trails to Literacy since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has your principal observed your classroom during reading instruction since September?	# times: _____.

Please return this sheet with your Literacy Instruction Practice Quest 103 by folding it inside the questionnaire. Thank you. 296

Literacy Instruction Practices
Teacher Questionnaire (Grade 3)
Trails to Literacy Version

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 10** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____.

Instructional Practices Check List for *3rd Grade*

We want to better understand the extent to which specific literacy instructional practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).** If there are any literacy instructional practices not included below that are very important to your teaching, please include them in the "other" section at the bottom.

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or N/A

As a teacher I . . .

Communication	Never	Rare	Some	Often	Freq	Alw	DK
Have students orally summarize the text they are reading to increase understanding.	1	2	3	4	5	6	9
Have students make short oral presentations.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Some	Often	Freq	Alw	DK
Read aloud from a piece of literature that is above students' instructional reading level.	1	2	3	4	5	6	9
Have students retell, summarize and paraphrase text that is read or heard.	1	2	3	4	5	6	9
Have students make predictions about text.	1	2	3	4	5	6	9
Have students use information from illustrations, diagrams, glossaries, indexes or graphs to assist in comprehension of text.	1	2	3	4	5	6	9
Have students identify cause and effect relationships in texts.	1	2	3	4	5	6	9
Have students relate text to personal experiences.	1	2	3	4	5	6	9
Have students use information from a source to answer a question or discuss a topic.	1	2	3	4	5	6	9
Have students read and compare two or more texts about a topic.	1	2	3	4	5	6	9
Have students extend ideas presented in text with their own opinions, conclusions and judgments.	1	2	3	4	5	6	9

Literature	Never	Rare	Some	Often	Freq	Alw	DK
Discuss similarities and differences between two genres.	1	2	3	4	5	6	9
Discuss literary devices, such as rhyme, figurative language or dialogue.	1	2	3	4	5	6	9
Have students identify elements of literature, such as character, plot and setting.	1	2	3	4	5	6	9
Have students examine the point of view of the writer and how it impacts the literature.	1	2	3	4	5	6	9
Have students identify between fact and opinion in texts.	1	2	3	4	5	6	9
Have students examine the reasons for a character's actions and basic motivation.	1	2	3	4	5	6	9
Have students compare similar stories from 2 or more geo-cultural groups.							
Provide opportunities for students to identify recurring themes across lite orks.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings to practice phrasing and expression with familiar text.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model prewriting activities appropriate to the task (e.g. mapping, webbing, brainstorming).	1	2	3	4	5	6	9
Model how to research and write on a topic using one resource.	1	2	3	4	5	6	9
Have students use learning logs or journals to record information or organize ideas.	1	2	3	4	5	6	9
Demonstrate organizing ideas into beginning, middle and endings.	1	2	3	4	5	6	9
Have students write narrative pieces based on personal experience.	1	2	3	4	5	6	9
Have students write in the persuasive mode to present an opinion.	1	2	3	4	5	6	9
Conference with individual students about their writing.	1	2	3	4	5	6	9
Have students receive input from their peers about their writing.	1	2	3	4	5	6	9
Have students revise writing based on input from peers or adults.	1	2	3	4	5	6	9
Have students edit writing to correct punctuation, grammar and spelling of frequently used words.	1	2	3	4	5	6	9
Have students use a word processing program to create a draft and do some revisions.	1	2	3	4	5	6	9
Have students use varied sentence structure and word choice to improve the text they are writing.	1	2	3	4	5	6	9
Have students use resources when they edit their writing (i.e. dictionaries, word banks).	1	2	3	4	5	6	9
Have students evaluate their own writing based on the State Scoring Guide.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model how to use knowledge of phonics or word patterns to improve spelling when writing.	1	2	3	4	5	6	9
Use word lists for spelling activities from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Update the individual records of student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Trails to Literacy Questions

The following questions ask about your experiences and satisfaction with the **Trails to Literacy** professional development model. Please indicate how you feel about the following statements. 1= strongly agree; 2 = agree; 3 = neither agree nor disagree; 4=disagree; 5= strongly disagree; and 9 = don't know or not applicable.

Satisfaction with Trails to Literacy	**SA**	**A**	**N**	**D**	**SD**	**DK**
I am satisfied with the level of training and support I have received this year to use the concepts presented in Trails to Literacy training sessions in my classroom.	1	2	3	4	5	9
I have been able to consistently use the strategies presented in Trails to Literacy in my classroom this year.	1	2	3	4	5	9
I feel that my input regarding Trails to Literacy professional development is valued.	1	2	3	4	5	9
I have had adequate opportunities this year to observe other teachers in my building using strategies learned through Trails to Literacy.	1	2	3	4	5	9
I feel confident in my ability to identify students' individual instructional needs.	1	2	3	4	5	9
I understand how Trails to Literacy professional development relates to the reading goals of the district.	1	2	3	4	5	9
Overall, I am happy with Trails to Literacy.	1	2	3	4	5	9
The following questions are only for teachers who taught at this school prior to the adoption of Trails to Literacy. If you did not teach at this school before Trails to Literacy, skip to the next table.						
Trails to Literacy has helped build consistency in reading instruction within the building.	1	2	3	4	5	9
I discuss my own reading instruction with colleagues more now than prior to Trails to Literacy.	1	2	3	4	5	9
I feel more confident assessing student learning now than I did before my Trails to Literacy training.	1	2	3	4	5	9

How much impact do you believe Trails to Literacy professional development has had on each of the following aspects of student reading?
1= a great deal; 2= some; 3= very little; 4= not at all; 9= not applicable or don't know.

Concepts about print	1	2	3	4	9
Decoding and word recognition	1	2	3	4	9
Grammar structure and syntax	1	2	3	4	9
Ongoing assessment of reading	1	2	3	4	9
Oral language development	1	2	3	4	9
Phonemic awareness	1	2	3	4	9
Reading comprehension	1	2	3	4	9
Reading fluency	1	2	3	4	9
Text analysis	1	2	3	4	9
Thinking skills	1	2	3	4	9
Vocabulary development and concepts	1	2	3	4	9
Writing	1	2	3	4	9
Overall reading development	1	2	3	4	9

What do you believe is the main focus of reading instruction professional development within Trails to Literacy?
I think it is the development of . . . (Circle no more than two)

A	Thinking Skills	G	Vocabulary and Concepts
B	Concepts About Print	H	Writing Skills
C	Phonemic Awareness	I	Text Analysis
D	Grammar Structure and Syntax	J	Ongoing Assessment of Reading
E	Reading Fluency	K	Oral Language Development
F	Reading Comprehension	L	Other: _____.

Approximately, how many hours of training did you receive from Trails to Literacy, prior to using its approach in your classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received from Trails to Literacy since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has your principal observed your classroom during reading instruction since September?	# times: _____.

Please return this sheet with your Literacy Instruction Practices 107 **naire by folding it inside the questionnaire. Thank you.** **296**

Literacy Instruction Practices
Teacher Questionnaire (Grade 5)
Trails to Literacy Version

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 10** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or middle school students? (Circle one)	1 – 2 3 – 4 5 – 7 8 – 10 11+
2. During the past week, approximately how many students did you teach *during reading instruction*?	Number of students:_____.
3. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes No

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q6.

4. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2 3 – 4 5 – 6 7 – 9 10+
5. Would you say your reading instruction is…. (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.

6. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

7. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Big books 3. ESL materials 4. Phonics materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

8. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____.

Instructional Practices Check List for *5th Grade*

We want to better understand the extent to which specific literacy instruction practices are used throughout the district. You may or may not do many of these. We are most interested in learning about what practices are important to you. **Please circle the number that corresponds most closely with the amount of time you spend doing each activity or strategy listed below (circle one number).**

1= Never (have not used the strategy or activity this year)
2=Rarely (no more than once per month)
3=Sometimes (about two to three times per month)
4=Often (about once per week)
5=Frequently (about two or three times per week)
6=Almost always (almost every day)
9= Don't Know or Not Applicable

As a teacher I . . .

Communication	Never	Rare	Often	Some	Freq	Alw	DK
Have students orally paraphrase or summarize the text they are reading to increase understanding.	1	2	3	4	5	6	9
Have students make short oral presentations.	1	2	3	4	5	6	9

Comprehension	Never	Rare	Often	Some	Freq	Alw	DK
Read aloud from a piece of literature that is above students' instructional reading level.	1	2	3	4	5	6	9
Have students restate, paraphrase and summarize what is read or heard.	1	2	3	4	5	6	9
Have students analyze information in the text to make predictions and inferences.	1	2	3	4	5	6	9
Have students use information from illustrations, glossaries, indexes, graphs or diagrams to assist in comprehension of text.	1	2	3	4	5	6	9
Have students identify relationships, images, patterns or symbols, and draw conclusions about their meaning in the text.	1	2	3	4	5	6	9
Have students relate text they are reading to personal experiences, to other texts or to the world.	1	2	3	4	5	6	9
Have students use information from two or more resources to answer a question or express knowledge on a topic.	1	2	3	4	5	6	9
Have students analyze how the author's writing style and craft (i.e. word choice and literary devices, such as rhyme, figurative language or dialogue) contribute to the text.	1	2	3	4	5	6	9
Have students read and compare three or more texts on an issue, topic or genre.	1	2	3	4	5	6	9
Have students extend ideas presented in text with their own ideas, opinions, conclusions or judgments.	1	2	3	4	5	6	9

Literature	Never	Rare	Some	Often	Freq	Alw	DK
Discuss similarities and differences between three or more genres.	1	2	3	4	5	6	9
Have students make inferences and draw conclusions about how the development of character and setting contributes to the overall impact of the selection.	1	2	3	4	5	6	9
Have students examine the point of view of the writer and how it impacts the literature.	1	2	3	4	5	6	9
Have students identify between an imaginative or realistic plot in texts.	1	2	3	4	5	6	9
Have students compare and contrast similar stories from several geo-cultural groups.	1	2	3	4	5	6	9
Have students identify and analyze similar themes in various literary works.	1	2	3	4	5	6	9

Oral Fluency	Never	Rare	Some	Often	Freq	Alw	DK
Have students perform repeated readings aloud to practice phrasing and expression with familiar text.	1	2	3	4	5	6	9

Writing	Never	Rare	Some	Often	Freq	Alw	DK
Model prewriting activities appropriate to the task (e.g. mapping, webbing, brainstorming).	1	2	3	4	5	6	9
Have students research and write on a topic using two or more resources.	1	2	3	4	5	6	9
Have students use learning logs or journals to record and organize information.	1	2	3	4	5	6	9
Model how to organize text (introduction, body, conclusion) with the use of clear sequencing and transitional words.	1	2	3	4	5	6	9
Model how to engage a reader through specific methods, such as establishing a context and creating a persona.	1	2	3	4	5	6	9
Have students write narrative pieces, with character, plot setting and dialogue.	1	2	3	4	5	6	9
Have students write in the persuasive mode to present a point of view or evaluation that is supported with references to text authors, media or personal knowledge.	1	2	3	4	5	6	9
Conference with individual students about their writing.	1	2	3	4	5	6	9
Have students receive input from their peers about their writing.	1	2	3	4	5	6	9
Have students revise writing based on input from peers or adults.	1	2	3	4	5	6	9
Have students edit writing to correct punctuation, grammar, spelling, capitalization and paragraphing.	1	2	3	4	5	6	9
Have students use a word processing program to revise work to create a draft or final piece.	1	2	3	4	5	6	9
Have students use varied sentence structure and word choice to improve the text they are writing.	1	2	3	4	5	6	9
Have students use resources when they edit their writing (i.e. dictionaries, word banks).	1	2	3	4	5	6	9
Have students evaluate their own writing based on the State Scoring Guide.	1	2	3	4	5	6	9

Spelling	Never	Rare	Some	Often	Freq	Alw	DK
Model how to use knowledge of phonics or word patterns to improve spelling when writing.	1	2	3	4	5	6	9
Use word lists for spelling activities from a variety of sources.	1	2	3	4	5	6	9
Have students do word sorts, word games or word hunts in text.	1	2	3	4	5	6	9
Update the individual records of student progress toward correctly spelling a list of frequently written words.	1	2	3	4	5	6	9

Other: (Specify any practices that are important to you and are not included in above sections)	Never	Rare	Some	Often	Freq	Alw	DK
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9
	1	2	3	4	5	6	9

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Trails to Literacy Questions

The following questions ask about your experiences and satisfaction with the **Trails to Literacy** professional development model.
Please indicate how you feel about the following statements. 1= strongly agree; 2 = agree; 3 = neither agree nor disagree; 4=disagree; 5= strongly disagree; and 9 = don't know or not applicable.

Satisfaction with Trails to Literacy	**SA**	**A**	**N**	**D**	**SD**	**DK**
I am satisfied with the level of training and support I have received this year to use the concepts presented in Trails to Literacy training sessions in my classroom.	1	2	3	4	5	9
I have been able to consistently use the strategies presented in Trails to Literacy in my classroom this year.	1	2	3	4	5	9
I feel that my input regarding Trails to Literacy professional development is valued.	1	2	3	4	5	9
I have had adequate opportunities this year to observe other teachers in my building using strategies learned through Trails to Literacy.	1	2	3	4	5	9
I feel confident in my ability to identify students' individual instructional needs.	1	2	3	4	5	9
I understand how Trails to Literacy professional development relates to the reading goals of the district.	1	2	3	4	5	9
Overall, I am happy with Trails to Literacy.	1	2	3	4	5	9
The following questions are only for teachers who taught at this school prior to the adoption of Trails to Literacy. If you did not teach at this school before Trails to Literacy, skip to the next table.						
Trails to Literacy has helped build consistency in reading instruction within the building.	1	2	3	4	5	9
I discuss my own reading instruction with colleagues more now than prior to Trails to Literacy.	1	2	3	4	5	9
I feel more confident assessing student learning now than I did before my Trails to Literacy training.	1	2	3	4	5	9

How much impact do you believe Trails to Literacy professional development has had on each of the following aspects of student reading?
1= a great deal; 2= some; 3= very little; 4= not at all; 9= not applicable or don't know.

Concepts about print	1	2	3	4	9
Decoding and word recognition	1	2	3	4	9
Grammar structure and syntax	1	2	3	4	9
Ongoing assessment of reading	1	2	3	4	9
Oral language development	1	2	3	4	9
Phonemic awareness	1	2	3	4	9
Reading comprehension	1	2	3	4	9
Reading fluency	1	2	3	4	9
Text analysis	1	2	3	4	9
Thinking skills	1	2	3	4	9
Vocabulary development and concepts	1	2	3	4	9
Writing	1	2	3	4	9
Overall reading development	1	2	3	4	9

What do you believe is the main focus of reading instruction professional development within Trails to Literacy?
I think it is the development of . . . (Circle no more than two)

A	Thinking Skills	G	Vocabulary and Concepts
B	Concepts About Print	H	Writing Skills
C	Phonemic Awareness	I	Text Analysis
D	Grammar Structure and Syntax	J	Ongoing Assessment of Reading
E	Reading Fluency	K	Oral Language Development
F	Reading Comprehension	L	Other: _____.

Approximately, how many hours of training did you receive from Trails to Literacy, prior to using its approach in your classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received from Trails to Literacy since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has your principal observed your classroom during reading instruction since September?	# times: _____.

Please return this sheet with your Literacy Instruction Practice Questionnaire by folding it inside the questionnaire. Thank you. **296**

Literacy Instruction Practices
CORE Training Questions

Please answer the following questions ONLY if you have ever participated in CORE training. If you have not, please disregard this sheet.

The following questions ask about your experiences and satisfaction with the CORE strategies professional development.
Please indicate how you feel about the following statements. 5= strongly agree; 4 = agree; 3 = neither agree nor disagree; 2=disagree; 1= strongly disagree; and 9 = don't know or not applicable.

Satisfaction with CORE training	SA	A	N	D	SD	DK
I am satisfied with the level of training and support I have received this year to use the concepts presented in my CORE training in my classroom.	5	4	3	2	1	9
I have been able to consistently use the strategies presented in my CORE training in my classroom this year.	5	4	3	2	1	9
I have had adequate opportunities this year to observe other teachers using CORE strategies in their classrooms.	5	4	3	2	1	9
I understand how CORE professional development relates to the reading goals of the district.	5	4	3	2	1	9
Overall, I was happy with my CORE training.	5	4	3	2	1	9
I discuss my own reading instruction with colleagues more now than prior to my CORE training.	1	2	3	4	5	9
I feel more confident assessing student learning now than I did before my CORE training.	1	2	3	4	5	9

Which area of CORE training do you feel had the most impact on your teaching? (Circle one)

1. Issues associated with reading problems and how children learn to read
2. Decoding diagnostic tools and strategies for non-proficient readers
3. Decoding strategies for grade-level and above students
4. The analysis of spelling data and strategies to develop competent spellers
5. Classroom organization for word study
6. Vocabulary development
7. Promoting fluency and syntactic knowledge
8. Ways to develop a school-wide independent reading program
9. Cognitive Strategy Instruction
10. Other: _____ .

How much impact do you believe your CORE training has had on each of the following aspects of student reading?
4= a great deal; 3= some; 2= very little; 1= not at all; 9= not applicable or don't know.

Contextual analysis	4	3	2	1	9
Decoding and word recognition	4	3	2	1	9
Grammar structure and syntax	4	3	2	1	9
Ongoing assessment of reading	4	3	2	1	9
Oral language development	4	3	2	1	9
Spelling	4	3	2	1	9
Reading comprehension	4	3	2	1	9
Reading fluency	4	3	2	1	9
Thinking skills	4	3	2	1	9
Vocabulary development and concepts	4	3	2	1	9
Writing	4	3	2	1	9
Overall reading development	4	3	2	1	9

This year, CORE training was 5 days long. How many days would you recommend the training be in the future?	# days: _____ .
Would you prefer whole day or half day sessions? (Circle one)	1. Whole days 2. Half days
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____ .
Approximately, how many times has the principal visited your classroom during reading instruction since September?	# times: _____ .

Please return this question sheet with your Literacy Instruction Practi tionnaire by folding it inside the questionnaire.

Literacy Instruction Practices Teacher Questionnaire
Special Education Only

Please complete the following survey regarding your instructional practices and professional development in literacy instruction. Your answers will help the district learn more about the instructional practices used throughout the district and how the district can best support those practices. Your responses will all be anonymous. We do include a school identifier, but only to aggregate data by school for a couple of the variables asked of every grade. **Please return your completed survey by May 10** to: Nancy Wile, Research & Evaluation, BESC. If you have any questions, please contact Nancy Wile at extension 4287.

1. Including this year as one year, how many years have you taught elementary or secondary school students? (Circle one)	1 – 2	3 – 4	5 – 7	8 – 10	11+
2. Including this year as one year, how many years have you taught special education classes? (Circle one)	1 – 2	3 – 4	5 – 7	8 – 10	11+
3. Describe the type of special education class you currently teach.	Type of class:				
4. During the past week, approximately how many students did you teach *during reading instruction*? (Total for all classes)	Number of students:_____.				
5. Do you teach any students who are English language learners* *during reading instruction*? (Circle one)	Yes	No			

*The term "English language learner" means any student who speaks a second language and has limited English skills, regardless of whether or not that student receives special services.

If you teach any students with limited English proficiency, please answer the following questions. Otherwise, skip to Q8.

6. About how many students with limited English proficiency do you teach *during reading instruction*? (Circle one)	1 – 2	3 – 4	5 – 6	7 – 9	10+
7. Would you say your reading instruction is.... (Circle one)	1. Flexible enough to be adapted for students with limited English proficiency. 2. Not so flexible, but still well-suited for students with limited English proficiency. 3. Hard to adapt to meet the needs of students with limited English proficiency.				

8. For each of the following items, please indicate the degree to which you agree or disagree. 4 = strongly agree; 3 = agree; 2 = disagree; 1 = strongly disagree; 9 = don't know or not applicable. (Circle one)

	SA	A	D	SD	DK
I am satisfied with the level of training and support I've received *this year* from the *district* to teach literacy.	4	3	2	1	9
I am satisfied with the level of training and support I've received *this year* from my *school site* to teach literacy.	4	3	2	1	9
I am satisfied with the amount of opportunities I have to collaborate with my colleagues around literacy instructional issues.	4	3	2	1	9
I have input into the decisions made at my site that involve literacy instructional issues.	4	3	2	1	9
I am familiar with the district's Literacy Benchmarks notebook.	4	3	2	1	9
I use the district's Literacy Benchmarks notebook to guide my literacy instruction planning.	4	3	2	1	9
Most of the students I currently teach seem interested in reading activities.	4	3	2	1	9
I have a good understanding of the literacy content standards established by the state at my grade level.	4	3	2	1	9
I feel it is important to have individual conferences with each student regarding their literacy progress, even if it takes away from class instruction time.	4	3	2	1	9
I understand my school's goals for literacy this year as specified in the school improvement plan.	4	3	2	1	9

9. Please select the ONE category of additional materials, if any, you feel is currently most needed at your school to allow you to be more effective in teaching reading. (Circle only one)	1. Activity books 2. Books for silent reading 3. ESL materials 4. Spelling materials 5. Reference materials	6. Basal readers 7. Leveled books 8. Non-fiction leveled books 9. Primary language materials 10. Other:_____.

11. Of the factors listed below, to which TWO should the district give top priority to better promote overall achievement in literacy? (Circle only two)

1. Developing greater supplemental programs to ensure that *all* students make progress toward meeting standards.
2. Improving classroom-based literacy assessments.
3. Increasing the use of classroom-based literacy assessments.
4. Developing greater accountability for student progress.
5. Collaborating with local colleges/universities to improve teacher training in literacy instruction.
6. Creating one district-wide focus to guide professional development activities for teachers.
7. Improving the *quality* of materials and resources available to teachers for literacy instruction.
8. Increasing the *quantity* of materials and resources available to teachers for literacy instruction.
9. Increasing community support for literacy activities.
10. Developing stronger home-school partnerships around literacy activities.
11. Reinstating the district's curriculum department (including a curriculum department head).
12. Defining grade level literacy instructional strategies (what a teacher in each grade would be expected to teach each year).
13. Improving literacy instruction training for principals.
14. Other (please specify): _____ .

Corrective Reading Questions

Please answer the following questions ONLY if you have received training in Corrective Reading or are currently using Corrective Reading in your classroom. Otherwise, please disregard these questions and skip to the COMMENTS box.

The following questions ask about your experiences and satisfaction with the Corrective Reading program. Please indicate how you feel about the following statements. 5=strongly agree; 4=agree; 3=neither disagree or agree; 2=disagree; 1=strongly disagree; 9=don't know or not applicable.

Satisfaction with Corrective Reading	SA	A	N	D	SD	DK
I am satisfied with the level of training and support I have received this year to effectively implement the Corrective Reading Program in my classes.	5	4	3	2	1	9
I feel that my input regarding Corrective Reading is valued.	5	4	3	2	1	9
I believe that I have had adequate opportunities this year to observe other teachers using Corrective Reading.	5	4	3	2	1	9
Corrective Reading instruction materials are readily available to teachers.	5	4	3	2	1	9
I feel that I understand how Corrective Reading relates to the reading goals of the district.	5	4	3	2	1	9
Overall, I am happy with Corrective Reading.	5	4	3	2	1	9

How much impact do you believe the Corrective Reading program has had on each of the following aspects of student reading? 4=a great deal; 3=some; 2=very little; 1=not at all; 9=not applicable or don't know.

Impact of Corrective Reading	A great deal			Not at all	DK
Decoding and word recognition	4	3	2	1	9
Grammar structure and syntax	4	3	2	1	9
On-going assessment of reading	4	3	2	1	9
Oral language development	4	3	2	1	9
Phonemic awareness	4	3	2	1	9
Reading comprehension	4	3	2	1	9
Reading fluency	4	3	2	1	9
Text analysis	4	3	2	1	9
Thinking skills	4	3	2	1	9
Vocabulary development and concepts	4	3	2	1	9
Writing	4	3	2	1	9
Overall reading development	4	3	2	1	9

What do you believe is the main focus of reading instruction within the Corrective Reading program? (Circle no more than 2)

A	Thinking Skills	H	Vocabulary and Concepts
B	Phonemic Awareness	I	Writing
C	Grammar Structure and Syntax	J	Text Analysis
D	Reading Fluency	K	On-going Assessment of Reading
E	Reading Comprehension	L	Oral Language Development
F	Reading Genres	M	Other: _____ .

Approximately, how many hours of training did you receive for this program, prior to using it in the classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received for the Corrective Reading Program since September?	# hours: _____ .
During the past month, approximately how much time on average did you use Corrective Reading each week.	# hours: _____ .
Approximately, how many times this year have you attended a Direct Instruction Corrective Reading Support Group meeting?	# times: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has the principal visited your classroom during Corrective Reading instruction since September?	# times: _____ .

Comments . . .

Please follow the directions on the back to fold and return the questionnaire. Thank you for your help. If you have any questions, please call Nancy Wile in Research and Evaluation at (503) 916-3341.

Corrective Reading Questions

Please answer the following questions ONLY if you have received training in Corrective Reading or are currently using Corrective Reading in your classroom. Otherwise, please disregard this question sheet.

The following questions ask about your experiences and satisfaction with the Corrective Reading program. Please indicate how you feel about the following statements. 5=strongly agree; 4=agree; 3=neither disagree or agree; 2=disagree; 1=strongly disagree; 9=don't know or not applicable.

Satisfaction with Corrective Reading	SA	A	N	D	SD	DK
I am satisfied with the level of training and support I have received this year to effectively implement the Corrective Reading Program in my classes.	5	4	3	2	1	9
I feel that my input regarding Corrective Reading is valued.	5	4	3	2	1	9
I believe that I have had adequate opportunities this year to observe other teachers using Corrective Reading.	5	4	3	2	1	9
Corrective Reading instruction materials are readily available to teachers.	5	4	3	2	1	9
I feel that I understand how Corrective Reading relates to the reading goals of the district.	5	4	3	2	1	9
Overall, I am happy with Corrective Reading.	5	4	3	2	1	9

How much impact do you believe the Corrective Reading program has had on each of the following aspects of student reading?
4=a great deal; 3=some; 2=very little; 1=not at all; 9=not applicable or don't know.

Impact of Corrective Reading	A great deal			Not at all	DK
Decoding and word recognition	4	3	2	1	9
Grammar structure and syntax	4	3	2	1	9
On-going assessment of reading	4	3	2	1	9
Oral language development	4	3	2	1	9
Phonemic awareness	4	3	2	1	9
Reading comprehension	4	3	2	1	9
Reading fluency	4	3	2	1	9
Text analysis	4	3	2	1	9
Thinking skills	4	3	2	1	9
Vocabulary development and concepts	4	3	2	1	9
Writing	4	3	2	1	9
Overall reading development	4	3	2	1	9

What do you believe is the main focus of reading instruction within the Corrective Reading program? (Circle no more than 2)

A	Thinking Skills	H	Vocabulary and Concepts
B	Phonemic Awareness	I	Writing
C	Grammar Structure and Syntax	J	Text Analysis
D	Reading Fluency	K	On-going Assessment of Reading
E	Reading Comprehension	L	Oral Language Development
F	Reading Genres	M	Other: _____ .

Approximately, how many hours of training did you receive for this program, prior to using it in the classroom?	# hours: _____.
Approximately, how many hours of continuing training have you received for the Corrective Reading Program since September?	# hours: _____.
On average, how many times per month do you formally meet with other teachers to discuss literacy issues?	# times: _____.
Approximately, how many times has the principal visited your classroom during Corrective Reading instruction since September?	# times: _____.

Please return this question sheet with your Literacy Instruction Practices Questionnaire by folding it inside the questionnaire.

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Publication Date: MARCH 2002

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Organization/Address: PPS 501 N DIXON PORTLAND OR 97227	Telephone: 503-916-3209 Fax: 503-916-3106 E-mail Address: stephm@pps.k12.or.us Date: 5-20-2002

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